DOCUMENT RESUME

ED 360 570 CE 064 402

TITLE Workshops in the Workplace. Final Report.
INSTITUTION Bronx Community Coll., N.Y.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE 30 Jun 93
NOTE 141p.; A few scattered pages may not copy well due to light or filled print.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Employer Employee Relationship; Hospitals; *Literacy Education; Manufacturing; *On the Job Training; Outcomes of Education; *Program Implementation; Workshops
IDENTIFIERS *Workplace Literacy

ABSTRACT

A workplace literacy demonstration project involving a hospital and a manufacturing company in New York City was conducted between May 1992 and June 1993. Two classes in the spring and fall were conducted. A total of 41 hospital personnel and 30 manufacturing company employees began the training, and 25 hospital employees and 27 manufacturing company employees completed the training. Literacy audits and task analyses were done at each worksite, and job-specific materials were developed based upon the results of these surveys. The materials included tests, practice exercises, workplace fitness forms, and surveys. Two workshop series of 32 hours each were conducted at both worksites. Workshop sessions covered the following topics: use of a dictionary and calculator, problem solving, reading and writing, critical thinking, effective communications and active listening, and understanding charts and graphs. Transactional Analysis, role playing, verbal and written presentations by participants, small group problem-solving activities, and homework were teaching techniques used. An ongoing formative evaluation took place throughout the training, with a summative evaluation conducted at project end. Supervisors at both sites reported improved work habits and increased insight on working smarter by participants, and employee participants were pleased with the training. Communication among employees and between employees and management improved. (Extensive appendixes contain the following: business partners' support letters, an outline of a preworkshop, forms for the project, and a course outline and sample curriculum guide.) (KC)

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Final Report

WORKSHOPS IN THE WORKPLACE

A workplace literacy program conducted by

THE BUSINESS & PROFESSIONAL DEVELOPMENT INSTITUTE
of
Bronx Community College
The City University of New York

July 1, 1992 through June 30, 1993

Project Director: Claude D. Grant
Lead Instructor: Dr. J. Juechter
Basic Education Instructor: Khadija DeLoache
Curriculum Specialist: Maria Gil
Evaluator: Delphi Consulting Group, Inc.
Bronx Lebanon Hospital Liaison: Dr. Natalie Hannon
Farberware, Inc. Liaison: Dennis Palmer
Teaching Assistants: Jeannette Davila, Thamar Oliver

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Funded by the U.S. Department of Education
National Workplace Literacy Program

CE064402

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- Course Outline and Sample Curricula
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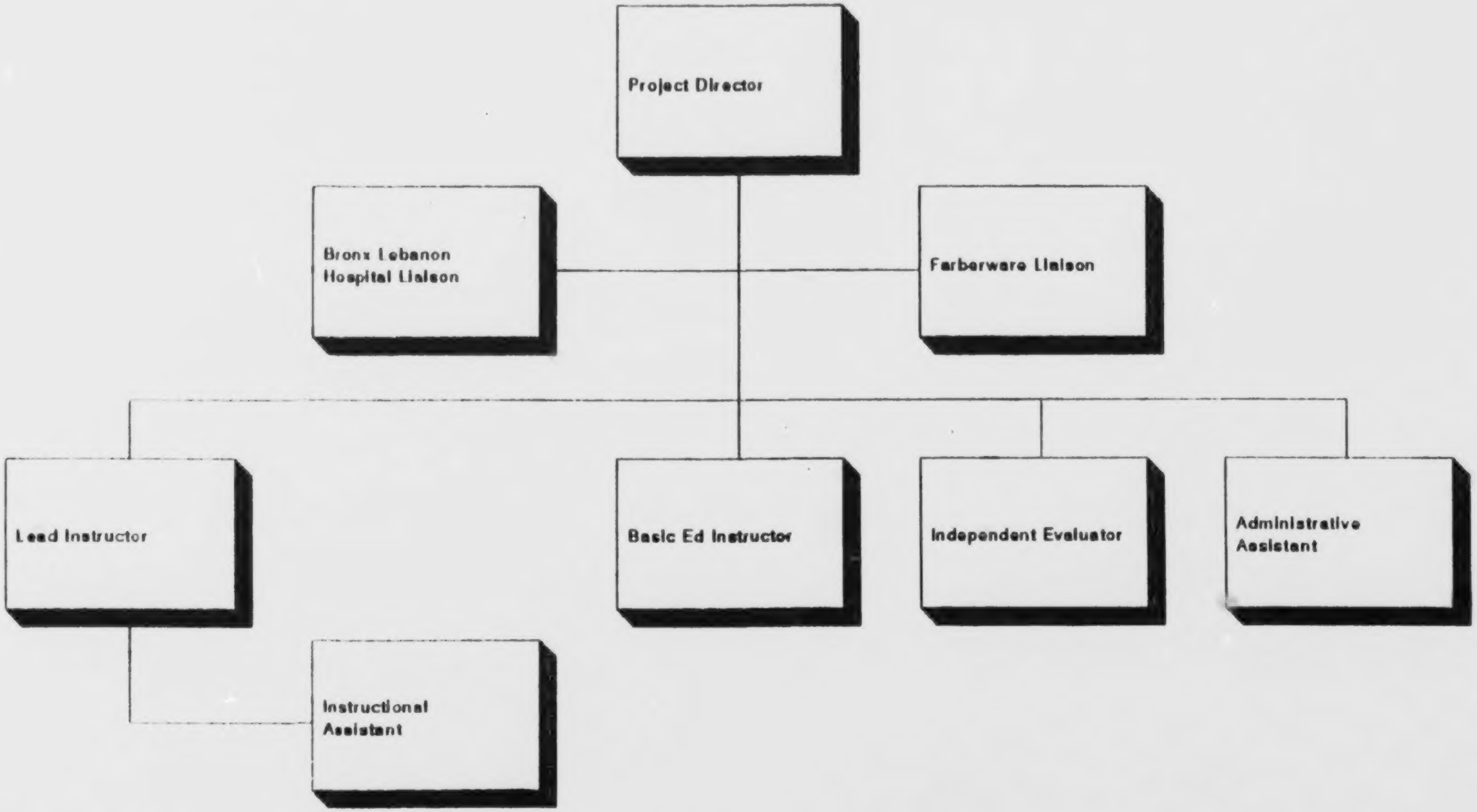
* Samples of the dictionary, calculator, and notebook used for the project are included in this package.

WORKSHOPS IN THE WORKPLACE

Business Institute/Bronx Community College



Project Director

Bronx Lebanon Hospital Liaison

Farberware Liaison

Lead Instructor

Basic Ed Instructor

Independent Evaluator

Administrative Assistant

Instructional Assistant

July 1, 1992 through June 30, 1993

PROJECT SUMMARY

and

NARRATIVE

Prepared by:

Claude D. Grant
Project Director

SUMMARY

A workplace literacy demonstration project entitled *WORKSHOPS IN THE WORKPLACE* was conducted between May 20, 1992 and June 30, 1993. Workers from 2 organizations were involved in the training - **Bronx Lebanon Hospital Center** and **Farberware, Inc.**, a manufacturing firm.

A Steering Committee was formed consisting of Claude Grant (Project Director), Dr. J. Juechter (Lead Trainer), Khadija DeLoache (Basic Education Instructor), Maria Gil (Curriculum Specialist), Dr. Natalie Hannon, Director of Training and Human Resources at the hospital, Dennis Palmer, Director of Personnel at Farberware, and Melvin Williams (Independent Evaluator). This team met on a monthly basis to discuss progress, adjustments, etc.

The fall, 1992 class at the hospital began with 24 people, 13 of whom completed the program (losses were due to terminations and transfers). At the Farberware fall, 1992 class, 13 people (which comprised a team or "work cell") began and 11 completed. In the spring of 1993, 17 people began the training, ending with 16 at Farberware, and at the hospital 13 began and 12 completed the training.

Literacy audits and task analyses were done at each worksite and job-specific materials were developed based upon the results of these. The materials included tests, practice exercises, "workplace fitness" forms (see appendix and narrative for more information), and surveys.

Two workshop series of 32 hours each were conducted at both worksites. Workshop sessions included use of a dictionary and calculator, problem-solving, reading and writing, critical thinking, effective communications and active listening, understanding charts and graphs, and participants were introduced to the concepts of Transactional Analysis as a way of understanding theirs and others' behavior. Techniques used included role playing, verbal and written presentations by participants, small group problem-solving activities, and homework was regularly assigned.

There was an ongoing formative evaluation which took place throughout the training, culminating in the summative evaluation which accompanies this final report.

Supervisors and managers at both sites reported improved working habits and increased insight on how to work smarter on the part of the participants. The trainee-workers in both locations were quite pleased with the training and some wrote of their gratitude for the opportunity (see evaluation). It also appeared to the training team that communications among employees and with management improved as a direct result of the training.

Pre-Workshop Preparation

Although the funding cycle did not begin until July 1, 1992, the project team began work in late May, 1992. At that time literacy audits and task analyses were conducted. Involved in this process were the Project Director, the Lead Instructor, and the Curriculum Specialist. Interviews were conducted with supervisors and employees, and half-day observations of workers at their jobs were carried out at both Farberware and Bronx Lebanon Hospital.

In addition, a host of materials were collected from each business partner (list in appendices) which were carefully perused so that terminology, forms, company policies, etc. could be incorporated into the curriculums.

At the hospital, "Literacy Task Analyses" were done separately for Dietary Worker, Hospital Custodian, Hospital Security Officer, and Hospital Registrar, as the first cycle of workshops contained trainees from all these areas. At Farberware, there was only a need for an analysis of the Manufacturing Cell Worker. (Please see appendices for the compiled results which include coded subtasks and skill applications.)

One-on-one interviews were conducted with both supervisors and employees at each location. Four-page interview surveys were created which were filled out by the interviewer during the individual meetings (please see appendices). The results of these interviews contributed to the creation of the concept of

Workplace Fitness. This concept resulted in a **Workplace Fitness Skills Worksheet** which was administered to each of the trainees. The purpose of the worksheet was to determine what the individual trainee felt was his/her strengths and weaknesses. The next step was to design a **Workplace Fitness Plan** worksheet which each individual would develop guided by the instructors. This consisted of a one-page form which was, essentially, an individual guide for each trainee indicating his/her goals for the training. Along with the forms mentioned, a **Workplace Fitness Skill Passout** was also created. This one-page form, to be administered to each trainee, asked the individual to write about the skills (e.g. computation, problem solving, writing, listening, etc.) used on the job and how they were used. Thus, the concept of **Workplace Fitness** became the centerpiece of the workshop series.

Based on the above, the Curriculum Specialist, in collaboration with the Lead Trainer and the Project Director, devised job-specific lessons for each site (lesson samples appear in the appendices). As will be discussed later in this narrative, the workshops for the hospital personnel were more complicated to develop because of the diverse job categories represented.

All of the above was completed during the spring and summer of 1992, and the Steering Committee held regularly scheduled meetings to plan for the workshop series during this time. This committee consisted of the Project Director, the Lead Instructor, the Curriculum Specialist, the Independent Evaluator, Farberware's Director of Personnel, and Bronx Lebanon's Director of Training and Human Resources. These meetings laid the foundation for the how, when, and where of the workshops.

The last step before the workshops began was to meet with the supervisors of the workers who would be involved. The lead instructor and the representative from each collaborator conducted these meetings jointly at each site. The purpose of these meetings was to familiarize the supervisors with the project and get them to buy into the training by encouraging and supporting their workers efforts. This was viewed as crucial to the success of the program at both sites. The supervisors at both sites were enthusiastic about the program and they were consulted by the training team throughout the series as to any changes taking place in their workers; more will be said about this later in this narrative.

Once the supervisors had their orientation to the program, the workshops were scheduled.

The Workshops - Cycle I

Workshops began at Bronx Lebanon Hospital on October 29, 1992 and at Farberware on November 16, 1992. The Farberware workshops started later because of the pre-holiday manufacturing schedule. Twenty-four participants were enrolled at the hospital and 13 were enrolled at Farberware, the latter of which comprised a "manufacturing cell."

The opening session at each site was attended by the Project Director, the Lead Instructor, and the respective project liaison from the organization. An overview of the philosophy of the project was given by the Project Director along with background on the grant and the funding agency, while the Lead Instructor talked about what would take place in the workshops and actually conducted a "mini-lesson" to give the participants a feel for what to expect. This mini-lesson was an interactive exercise which could be enjoyed by the trainees. At this time a pre-test was given with the explanation that they were not expected to get the right answers. They were told, though, that at the end of the workshop series they would probably get all of the answers right.

The concept of **Workplace Fitness** was emphasized at this first session and in both settings it was readily bought into by the workers. Employees at both sites were chosen by management and were told that this was a "special opportunity" for them. The employees were made to feel that they were receiving preferential treatment by their respective organizations and this was crystallized by the fact that many of the employees not included in the training requested to be in a future series.

It should be pointed out that each participant was provided with a notebook, a calculator, and a pocket dictionary (English), and these items were used throughout the training (see samples).

Each workshop took place once weekly for two hours on site at the respective company. The full cycle ran for 16 weeks, or

32 hours.

At Farberware, the class consisted of 3 women and 10 men, all of whom were part of a "manufacturing cell," or team. The ethnic breakdown was 8 Latinos, 2 Italians, 1 East Indian, 1 Hungarian, and 1 Haitian. This was a challenging group because the Italians, the Haitians, the Hungarian and some of the Latinos did not speak English very well. Since a "team teaching" approach was being used, attempts were made to address the different language barriers. The team consisted of the Lead Instructor, a Basic Education Instructor, and an ESL Assistant. The ESL Assistant was bilingual in Spanish/English and the Basic Ed Instructor knew some French so translations were given when possible. It was decided that an Italian/English dictionary would be purchased for the Italian trainees and the Hungarian trainee was given extra attention by the ESL Assistant. Nevertheless, the Hungarian and 1 Latino dropped out before the conclusion of the workshop series.

At Bronx Lebanon Hospital 24 were enrolled, but within the first few sessions several were lost due to layoffs, illness, scheduling problems, and transfers. Of the 13 remaining participants, 7 were women and 4 were men of which 6 were Latino and 5 were African-American. Unlike Farberware, what complicated this group was that they represented 4 different departments in the hospital in job categories that were unrelated - security, housekeeping, dietary, and clerical. The teaching team was challenged to keep the interest of all these different workers while utilizing job-specific materials.

The workshops progressed well at both sites. Both groups were enthusiastic and excited when they grasped new information. The training was interactive for the most part, incorporating visual aids, group activities, humor, and passouts. Much use was made of the notebooks, calculators, and dictionaries, and the teaching team discovered that many had never used a calculator or dictionary before.

As much as possible, critical thinking was interjected throughout the series. Other topics which were covered included reading, writing, math (graphs, percentages, money management measurements, etc.), problem-solving, active listening, and decision-making. A Transactional Analysis model was used to help participants understand themselves and others in order to more effectively communicate and interact with those around them.

A simple analysis of overall levels of improvement at the end of the series (based upon the results of the post-test which was also given at the beginning) indicated average improvement in the areas covered of 36% at Bronx Lebanon Hospital and 20% at Farberware. A "graduation ceremony" was held at the end of the last session which was attended by supervisors, the training team, the Project Director, and upper management, including the President and CEO of Farberware and the Vice President for Human Resources at Bronx Lebanon Hospital. Certificates of Completion were given out and, for some of the participants, this was the first and only "diploma" they had ever received.

Interim Adjustments

Although management and supervisors at both sites were pleased with this first cycle of training, the training team encountered some things that could be improved upon. The Steering Committee met and discussed the workshop cycle in great detail and the training team (Lead Instructor, Basic Ed Instructor, Curriculum Specialist, and Project Director) revised some of the materials and approaches.

For example, the experience of working with four different departments at Bronx Lebanon Hospital was seen as not allowing the class to be as effective as it might have been. So, it was recommended to the partner liaison that she hold the cycle 2 participants down to no more than 2 departments, preferably with some overlap of job descriptions. There were also some minor adjustments made to the pre-/post-test to make it less ambiguous.

The dropout rate at the hospital was also discussed in detail and the liaison followed up. She discovered that there really was no pattern and that the dropouts had individual reasons for not continuing - e.g. transfers, layoffs, short staffing, etc.

The Workshops - Cycle II

The second cycle at each site was a carbon copy of the first cycle except for an adjustment at Bronx Lebanon Hospital based on what was learned by the teaching team during the previous workshops. This time around, the trainees came from only two job categories - nursing assistants and primary care nurse's aides. These two job categories had overlapping job descriptions and, as a result, the materials developed for this second cycle were more focused.

The workshops began on March 4, 1993 at Bronx Lebanon Hospital, and on March 8th at Farberware. There were 13 registrants at the hospital and 17 at Farberware. One was lost due to a transfer at the hospital and 1 was lost due to a layoff at Farberware.

Again, each trainee was given a dictionary, a calculator, and a notebook. The language problems were not as noteworthy at either site as it was during the first cycle. At the hospital, there was only 1 Spanish-speaking woman who was not proficient in English, so she was "adopted" by the bilingual members of the class and given extra attention by the instructional assistant. At Farberware everyone spoke and understood English. The ethnic breakdown at both sites were very similar to the first cycle. At Farberware there were 9 Latinos, 5 African-Americans, 1 Italian, and 1 Caucasian. At the hospital, there were 7 Latinos and 5 African-Americans.

This second cycle went more smoothly than the first because materials were already in place and the teaching team of Lead Instructor, Basic Education Instructor, Instructional/ESL Assistant were acclimated to working with each other. The Instructional Assistant was changed after the first two weeks, but the person brought on caught up quickly. It should be noted that in both cycles the Instructional Assistant was of immense help to the instructors. Even in cases where a Spanish-speaking trainee was more or less fluent in English, occasionally a word or phrase needed to be translated for him/her to fully grasp the meaning.

Another "graduation" was hosted at each site with management and supervisors in attendance at the conclusion of the 16 weeks in June, 1993.

Critique

Workshops in the Workplace was a success as attested to by the employers, the supervisors, the trainees, and the project team. There was significant improvement in each of the trainees' with regard to communications, reading, writing, and critical thinking. All involved voiced satisfaction with what had been accomplished and were disappointed that the workshops would not continue immediately. The Local 1199 and the Local 237 unions at Bronx Lebanon Hospital and Farberware, respectively, became interested in the spring of 1993 and were also pleased with what was being done.

The Project Team did, however, review the entire project and would approach some things differently in the future. To begin with, the supervisors would be given more details at the beginning and more communication between them and the Project Team would take place throughout the project. Also, when a trainee did not show up for class, there would be a more immediate response by the instructors to determine the cause and correct the situation if possible.

It is recognized that a hospital setting, especially, often has medical emergencies and short staffing, but by communicating more regularly with supervisors and following up when trainees miss a class, this could hopefully urge the supervisors to make an extra effort to get their workers to class.

APPENDICES

- Business Partners' Support Letters
- Workshop Evaluation Reports
- Pre-Workshop Activities
  - Literacy Task Analyses Results
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BUSINESS PARTNERS'

SUPPORT LETTERS

BRONX-LEBANON
HOSPITAL CENTER

July 12, 1993

Mr. Claude Grant
Director
Business and Professional Development Institute
Bronx Community College
Bronx, New York 10453

Dear Mr. Grant,

I am writing this letter to tell you how impressed I was with the Workplace Literacy Program you directed at Bronx-Lebanon. Nurses aides and clerical workers who participated in the program not only improved their reading and writing skills, but now approach their jobs with much greater confidence.

Another indicator of the success of the program is that many of the attendees are now going on in other programs available through their Union, including GED and college preparation classes.

Given the success of the program, I am very upset that it was not re-funded for next year. The program should have been expanded rather than discontinued.

Sincerely yours,

Ralph H. Staulcup
Vice President, Human Resources

Affiliated with Albert Einstein College of Medicine

1695 Eastchester Road, Box 102
Bronx, New York 10461
Phone (212) 409-7706
Fax (212) 409-7718

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FARBERWARE INC.
A Hanson Company

July 7, 1993

Mr. Claude D. Grant, Director
Business Institute
Bronx Community College, P.H-14
West 181 Street & University Avenue
Bronx, New York 10453

Dear Claude:

I am writing to extend the sincere appreciation of Farberware's management and workers for the WORKSHOPS IN THE WORKPLACE series provided by you and your staff. The team composed of yourself, Dr. J. Juechter, Khadija DeLoache, and Maria Gil developed and delivered a curriculum that was a perfect fit for the company.

I have received nothing but praise from our supervisors regarding the noticeable improvements in our workers attitudes and general knowledge, which have helped them to perform better on the job.

The workers themselves have demonstrated more self-confidence, better writing and speaking skills, considerably improved mathematical skills, and the non-native English speakers have a better understanding of how to use English. Several even plan to pursue additional studies (i.e. GED, college courses, etc.) which I know your instructors encouraged during the program.

You know that we have over 700 workers and this past grant allowed for the training of 30. We are all disappointed that your grant has not been renewed as we have many others who need this type of training. We can only hope that the future may allow for us to continue these workshops.

My regards to the other team members and let's keep in touch.

Sincerely,

Dennis Palmer
Manager of Personnel

DP/ac
cc: J. Hall

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SMALL BUSINESS

NGRESSIONAL
CAUCUS

CONGRESSIONAL
UCUS

Congress of the United States
House of Representatives
Washington, DC 20515-3218

May 8, 1992

Mr. Claude D. Grant
Bronx Community College
Business and Professional Development Institute
University Avenue and 181st Street
Bronx, New York 10453

Dear Mr. Grant:

It has come to my attention that Bronx Community College has been awarded a grant totalling $130,869 for the "Workshop in the Workplace: A Training Partnership" program. I would like to extend my congratulations to you on receiving this award.

The "Workshop in the Workplace: A Training Partnership" program will undoubtedly benefit the Bronx community. You have clearly earned this award and deserve the appropriate recognition for your outstanding achievement.

I am sure that Bronx Community College will continue to work towards the betterment of communities, such as the Bronx, through outreach programs which enhance public awareness and create unified goals for the community as a whole.

I wish you the best of luck with your program. If I may ever be of any assistance, please contact my office.

With this letter, please receive my warmest regards.

Sincerely,

José E. Serrano

Jose E. Serrano
Member of Congress

JES:cmt

ALFONSE D'AMATO
NEW YORK

520 HART BUILDING
(202) 224-6542

United States Senate
WASHINGTON, D.C. 20510

July 7, 1992

Mr. Claude D. Grant
CUNY of Bronx Community College
Business & Professional Dev. Inst.
Univ. Avenue & West 181st Street
Bronx, New York 10453

Dear Mr. Grant:

It gives me great pleasure to extend my sincere congratulations to you on the approval of your Department of Education grant. Declining resources and expanding needs make federal grant dollars increasingly competitive.

You are to be commended for your hard work and commitment throughout the process. I wish you good fortune and success.

Please feel free contact me if you should need assistance on any other federal matter.

Sincerely,

Al D'Amato

Alfonse D'Amato
United States Senator

AD:tk

WORKSHOP EVALUATION

REPORTS

WORKSHOPS IN THE WORKPLACE

To: Partners Workplace Literacy March 19,1993

From: Dr. J. Juechter

Re: Evaluation Report: Farberware Co and Bronx Lebanon Hospital
First Series

Bronx Lebanon Hospital

Number of Enrolled	24
Number Attending	13
Number of Certificates of Completion	9
Number Completing Pre-Test*	13
Number Completing Post-Test*	7
Highest Improvement in Score	56%
(Fernandez, Jose Gethers, Issac	56%
Lowest Improvement	13%
Average Improvement	36%

Farberware Corporation

Number of Enrolled	13
Number Attending	11
Number of Certificates of Completion	11
Number Completing Pre-Test*	9
Number Completing Post-Test*	7
Highest Improvement in Score	30%
(Melendez, Sarah)	29%
(Molina, Oscar)	
Lowest Improvement	1%
Declined in scoring	1
Average Improvement	20%

* Pre- & Post Test included identical content, problem solving and writing samples.

WORKSHOPS IN THE WORKPLACE

To: Partners Workplace Literacy June 21,1993

From: Dr. J. Juechter

Re: **Evaluation Report: BRONX LEBANON HOSPITAL**
Second Series 15 weeks: March 1 - June 17, 1993

Participants: Staff from ACN and BMACU

Bronx Lebanon Hospital

Number of Enrolled	13
Number Attending	12**
Number of Certificates of Completion	10
Number Completing Pre-Test*	10
Number Completing Post-Test*	9***
Largest Improvement in Scores	
(Gina Navarro)	47%
(Sylvia Ortega)	40%
Highest Achievement	
Richard Brown	14.5 Score (of 15 points) from pretest of 11 points
Smallest Improvement	
(Wilfredo Ramos)	9%
Declining Score	
Nelly Garcia	[illegible]
Attendance	[illegible] trainees [illegible] trainees
Average Improvement	47%

* Pre- & Post Test included identical content: problem solving and writing samples.

** One person attended onlyt the first session and then dropped out.

*** Sheniss Newby interviewed for a new position
Carlton Ford was absent for the writing sample

CC N. HANNON
M. WILLIAMS
C. GRANT

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WORKSHOPS IN THE WORKPLACE

To: Partners Workplace Literacy — June 21, 1993

From: Dr. J. Juechter

Re: **Evaluation Report: Farberware Co**
Second Series 16 weeks: March 8 - June 21, 1993

Participants: Members of Cell#2, and 5 Evening Shift Personnel

Farberware Corporation

Number of Enrolled	17
Number Attending	16**
Number of Certificates of Completion	15
Number Completing Pre-Test*	15
Number Completing Post-Test*	12***
Largest Improvement in Scores	
(Jose Craig)	240%
(Dominico Cippolone)	100%
Smallest Improvement	
Willi Gonzalez	7%
Maria Iuso	11%

(Mr. Gonzalez and Ms. Iuso had high scores on the pretest, therefore, their scores on the post-test reflect a smaller improvement.)

Attendance	100%	3 trainees
	94%	6 trainees
Declined in scoring	0	
Average Improvement	55%	

* Pre- & Post Test included identical content, problem solving and writing samples.

** One evening shift trainee attended 3 of the first 4 classes and then dropped out.

*** Manuela Rivera has been very ill and did not attend the last 3 sessions
Carmen Cortes was laid off on June 1, 1993
Carlos Rivera completed 50% of the post-test

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PRE-WORKSHOP

ACTIVITIES

BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
WORKSHOPS IN THE WORKPLACE

LITERACY TASK ANALYSIS

Job Title: Manufacturing Cell Worker
Job Type: Floater/Production Line

SUBTASKS	SKILL APPLICATIONS
1. Count pans in groups of five.	1.1 Adding; Multiplying 1.2 Counting 1.3 Grouping Numbers
2. Wrap pans; affix label.	2.1 Reading Labels
Create and review work schedule; list production problems on chart.	3.1 Record Keeping 3.2 Working with blocks of time [hrs.mins.] 3.3 Writing-gathering and presenting facts 3.4 Transferring Info. [to chart]
4. Retrieve defective pans.	4.1 Recognizing Defects 4.2 Compare/Contrast 4.3 Technical Knowledge
5. Affix rivets to pan; inspect finished product.	5.1 Critical Thinking 5.2 Decision Making 5.3 Recognizing Defects 5.4 Compare/Contrast 5.5 Technical Knowledge
6. Replenish stock.	6.1 Counting 6.2 Decision Making 6.3 Predicting Outcomes
7. Talk regularly with supervisor and other cell workers; stop line for repairs.	7.1 Communication 7.2 Listening/Responding 7.3 Critical Thinking 7.4 Decision Making 7.5 Predict Outcomes
8. Attend Cell meetings	8.1 Communication 8.2 Formulating Questions 8.3 Listening/Responding 8.4 Procedural Knowledge

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BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
WORKSHOPS IN THE WORKPLACE

LITERACY TASK ANALYSIS

Job Title: Hospital Registrar
Job Type: Family Clinic Intake/Front Desk

SUBTASKS	SKILL APPLICATIONS
1. Greet patients; determine purpose of visit to clinic; pull chart.	1.1 Communications 1.2 Following Procedures 1.3 Sequencing Activities
2. Initiate and make entries into patient file.	2.1 Completing a Form 2.2 Locating Info. on a form or in a file 2.3 Alphabetizing 2.4 Ask Appropriate questions
3. Enter info. into a computer; retrieve data from a computer.	3.1 Technical Knowledge 3.2 Computer Literacy 3.4 Use of Key/Locator Words 3.5 Locating and Transferring Information 3.6 Formatting
4. Verifying patient info. with manual file and or computer	4.1 Retrieving Info. from Multiple Sources 4.2 Making Decisions 4.3 Classifying Categorizing 4.4 Sequencing 4.5 Recognizing Omissions Comp. Contrast.
5. Making and following up on patient appointments through telephone, in person, or by telegram.	5.1 Time Management 5.2 Working with Blocks of Time 5.3 Making Decisions 5.4 Preparing a Written Message 5.5 Completing a Form 5.6 Communicating Negotiating
6. Locate info. address on a rolodex. Addressing forms.	6.1 Alphabetizing 6.2 Writing an Address

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LITERACY TASK ANALYSIS/HOSPITAL REGISTRAR/CONTINUED

SUBTASKS	SKILL APPLICATIONS
7. Share information with patients, nurses, doctors, and other staff.	7.1 Communication
	7.2 Critical Thinking
	7.3 Prioritizing
	7.4 Making Decisions
8. Tally fees.	8.1 Counting Money
	8.2 Basic Arithmetic Functions
	8.3 Classifying Cash
	8.4 Using Calculator
	8.5 Recognizing Errors

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BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
WORKSHOPS IN THE WORKPLACE

LITERACY TASK ANALYSIS

Job Title: Hospital Security Officer
Job Type: InfoDesk
Fifth Floor Hall Post

SUBTASKS	SKILL APPLICATIONS
1. Direct public.	1.1 Communications 1.2 Locate Information 1.3 Read Various Documents
2. Locate patients' rooms for visitors	2.1 Use Files/Locate Info. 2.2 Interpreting Symbols 2.3 Answer Questions 2.4 Locate Info. From Multiple Sources
3. Create or use a map to direct public.	3.1 Transfer Info. 3.2 Work with Charts, Maps, Diagrams 3.3 Make a Chart, Map, Diagram
4. Read and interpret various documents.	4.1 Reading for Information 4.2 Knowledge of Technical Vocabulary, Key Words 4.3 Interpreting Info. 4.4 Using Multiple Sources
5. Keep log of daily shift activities. Write special incident reports.	5.1 Summary Writing 5.2 Technical Vocab. 5.3 Prioritizing/Sequencing 5.4 Cause/Effect 5.5 Facts/Inference 5.6 Locating Areas on Form 5.7 Transferring Info. to a Form

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LITERACY TASK ANALYSIS/HOSPITAL SECURITY/CONTINUED

SUBTASKS	SKILL APPLICATIONS
6. Handle agitated patients	6.1 Communications 6.2 Critical Thinking 6.3 Predicting Outcomes 6.4 Procedural Knowledge 6.5 Decision Making
7. Maintain safety and security of staff, patients, the public, and the facility.	7.1 Knowledge of Systems and Safety Regulations 7.2 Procedural Knowledge 7.3 Communications 7.4 Following a Sequence 7.5 Recognizing Defects [compare/contrast] 7.6 Prediction Outcomes
8. Collecting and logging valuables.	8.1 Counting Cash 8.2 Classifying Money 8.3 Basic Arithmetic 8.4 Transfer Info. to a Form

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BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
WORKSHOPS IN THE WORKPLACE

LITERACY TASK ANALYSIS

Job Title: Hospital Custodian
Job Task: Room Cleaning

SUBTASKS	SKILL APPLICATIONS
1. Arrange room cleaning schedule with patient and supervisor; discuss problems with supervisor.	1.1 Communications 1.2 Formulating Questions 1.3 Listening/Responding
2. Organize cleaning materials.	2.1 Read Labels 2.2 Follow Directions 2.3 Categorize/Classify
3. Clean hospital rooms according to instructions. Select appropriate clothing.	3.1 Read Room Precaution Signs 3.2 Decision Making
4. Handle and dispose of infectious waste.	4.1 Read and Follow Directions 4.2 Sequencing
5. Deal with difficult patients.	5.1 Communications 5.2 Negotiation 5.3 Prediction Outcome
6. Interpret Schedule	6.1 Reading Charts/Diagrams 6.2 Sequencing 6.3 Use of Time Structure [mins., hrs., blocks of time]
7. Secure materials from Housekeeping: Give receipt.	7.1 Communication 7.2 Take Inventory 7.3 Write or Fill Out a Receipt
8. Keep materials stocked: mixtures prepared.	8.1 Liquid Measurement/Dilutions 8.2 Read Labels 8.3 Follow Directions 8.4 Anticipate Outcome

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BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
WORKSHOPS IN THE WORKPLACE

LITERACY TASK ANALYSIS

Job Title: Dietary Worker
Job Task: Tray Line

SUBTASKS	SKILL APPLICATIONS
1. Read printed menus; determine diet type.	1.1 Reading 1.2 Following Instructions 1.3 Drawing Conclusions 1.4 Technical Vocabulary
2. Assemble tray according to chart.	2.1 Understanding Diagrams 2.2 Sequencing 2.3 Prioritizing
3. Load tray wells with appropriate portions; prepare mixtures for patients on special nourishment.	3.1 Math/liquid Measures 3.2 Math/solid Measures [ounces, scoops, etc.]
4. Check temperature on thermal unit; adjust setting or call attention to need for	4.1 Math/understanding gradients; 4.2 Reading Gauges 4.3 Making Decisions 4.4 Comparing and Contrasting 4.5 Communications
5. Keep food items stocked. Call attention to depletions.	5.1 Knowledge of system operations; 5.2 Anticipating Outcomes 5.3 Cause/Effect 5.4 Communications

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6. Quality check completed tray. Make adjustments.	6.1 Recognizing Defects 6.2 Using Multiple Sources Of Information 6.3 Compare/Contrast 6.4 Understanding Procedures 6.5 Counting Items 6.6 Communications
7. Load completed trays on to proper trucks.	7.1 Read Labels 7.2 Read Directions/Addresses 7.3 Technical Vocabulary

BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
WORKSHOPS IN THE WORKPLACE

WORKPLACE LITERACY CURRICULUM OUTLINE

Curriculum Units

NOTE: The units in this workplace literacy curriculum are designed to meet the highest priority needs of the selected workforce from Bronx-Lebanon Hospital and Farberware. They were designed as a result of extensive employee observations and interviews. The information gathered was subjected to a literacy task analysis, and the basic skills most often utilized by this workforce were selected out. These selected skills are grouped under the headings: Critical Thinking/Reading; Critical Thinking/Math; Critical Thinking/Communications; and, Critical Thinking/Writing. Each unit may be covered independently, or in combination with the others. Some basic skills areas are germane to several units. The time frames below are suggestions based on frequency. For instance, there are 36 basic skills applications related most appropriately to reading, and only 11 related similarly to writing.

1.	CT/READING	9 hours
2.	CT/MATHEMATICS	8 hours
3.	CT/COMMUNICATIONS	7 hours
4.	CT/WRITING	6 hours
	Testing, Orientation, and, Assessment	2 hours
	TOTAL TIME	32 hours

CRITICAL THINKING

Skill Application	Performance Indicator/Job Title	Subtasks
Recognizing differences [defects]; Comparing and contrasting info.	hr/4.5: hcw/4.4. 6.1,6.3: hsc/7.5: mcw/4.1. 4.2. 5.1. 5.3	hr must verify pt. info. with computer or file: hcw checks trays. thermal unit: hsc checks for security violations: mcw checks

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product for defects

CRITICAL THINKING

Skill Application	Performance Indicator/Job Title	Subtasks
Making decisions	hc/3.2; hr/4.2,5.3, 7.4; hdw/4.3; hso/6.5; mcw/7.4	hc negotiates room cleaning schedule with pt., selects proper protective clothing; hr decides on validity of pt.info. follows-up on clinic appointments,shares select info. with other staff; hdw must know when to replenish trays; hso handles agitated pts.; mcw decides when to stop line, how to present problems at meetings.
Predicting outcomes	hc/5.3,8.4; hdw/5.2; hso/6.3, 7.6; mcw/6.3,7.5	hc deals with difficult pts. keeps materials stocked; hdw keeps food items stocked; hso deals with difficult pts. and others, prevents safety and security problems; mcw stocks items

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CRITICAL THINKING

Skill Application	Performance Indicator/Job Title	Subtasks
Sequencing	hc/4.2,6.2; hr/1.3,4.4; hdw/2.2; hso/7.4.	hc must follow procedure for infectious waste,and interpret schedule; hr follows intake process; hdw assembles tray properly; hso follows safety and security procedure, arranges incidents in reports and log
Prioritizing	hr/7.2; hdw/2.3; hso/5.3.	hr selects and presents pt. info to others; hdw assembles tray appropriately; hso reports incidents according to importance.
Classifying and categorizing	hc/2.3; hr 4.3;	hc organizes materials; hr creates file

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CRITICAL THINKING

Skill Application	Performance Indicator/Job Title	Subtasks
Drawing Conclusions	hdw/1.3; 6.2	hdw determines diet type from menu, makes adjustments to completed tray
Cause & Effect	hdw/5.3; hso/5.4	hdw keeps stock of food item depletion; hso tries to prevent disruptions, gives reasons for incidents in reports.

Abbreviations:

hc/hospital custodian
hr/hospital registrar
hdw/hospital dietary worker
hso/hospital security officer
mcw/manufacturing cell worker

BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
WORKSHOPS IN THE WORKPLACE

BASIC SKILLS APPLICATIONS FOR:
Hospital Security Guard
Hospital Custodian
Hospital Registrar
Hospital Dietary Aide

Manufacturing Cell Worker

# from observation
from interview

- sequencing/prioritizing#
- reading and interpreting#
- drawing conclusions#
- predicting outcomes #
- use of tech. vocab. #
- transferring info. # [written or verbal]
- entering info. on to a form #
- formatting info.
- following directions#
- apply formulas #
- recognizing defects#
- using table of contents
- drawing conclusions#
- estimation
- understanding increment/range/median #
- systems knowledge

- memory recall #
- counting #
- inferences
- paraphrasing
- locating info. #
- cause/effect #
- using symbols #
- writing a summary #
- modeling info.
- listening/responding #
- compare/contrast #
- reading manuals
- making decisions #
- word recognition #
- procedural knowledge #
- reading charts,maps, signs,diagrams #

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ident. key or locator words#
using multiple sources of info.#
combining information #
skimming and scanning
classifying and categorizing#
formulating questions #
listening and responding #
time blocks [hrs. mins.] #
recognizing defects #
reading labels#
dilutions/liquid meas.#
write a receipt #
write a log/message #
use calculator

reading #
writing #
math #
communications #
numerical grouping #
adding/multiplying #
record keeping #
gathering and presenting facts #
critical thinking #
negotiating
take inventory
alphabetizing #
addressing #
computer lit.

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BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
WORKSHOPS IN THE WORKPLACE

Materials Collected - as of 8/31/92

**Manuals
Dietary Worker [partial]
Security Officer
Hospital Clerk [partial]
Line Worker [Farberware]
Financial Manual for Patient Registration

**Patient Bill Of Rights

**Hospital Menus

**Memoranda
Employee Summer Hours/Schedule
Meeting Announcements
Vacation Days
Outlet Store Usage

**General
Attendance Point System [Farberware]
Product Identification Info. Sheets [BxLeb Hsekpng.]

**Forms
Bill of Rights Confirmation Form
Employee Performance Assessments
Food/Temperature Record
Food Appearance Record
Time Temp Retherm Record
Cleaning Schedules
Union Application Card
Time Card
Security Inspection Record
Security Warning Code Sheet
Hospital Clinic Card
Hospital Reception Folder
Personal Info Card [for patients]
Face Sheet [first form of registration at clinic]
Medication Record [pink]
Appointment Sheet [green]
Medical Tests Form [white]
General Condition Form [gold]
Special Hematology
Regular Hematology
Urinalysis
Labs Reports
Physical Examination History

**Diagrams/Illus.
Trays
Uniforms
Dishwasher
Temperatures [var]
Schedules [var]
Benefit Codes
Ins. Codes
Health Precautions
Medicaid Card Guide
Medicaid Card
Visitors Pass
Vehicle Damage

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Materials Continued

**Forms

W4
Night Shift Agreement
Personnel (various)
Monthly /Daily/Weekly/Hourly Schedules
Tray Line Assignments
Problems List
Attendance Policy Agreement
Rules and Regs Receipt Form
I-9 Employee Eligibility Verification
Housekeeping Training Record
Missing Property Form
Complaint Forms (various)
Incident Report
Inspection Report
Satellite Clinics Report
Tour Sgt's. Check List
Theft Recovery Form
Property Removal Pass
Visitor's Pass
Locked Door Report
Bomb Threat Report
Fire Alarm
Vacation/Holiday Request
Overtime Request
Infraction Sheet
Valuables Inventory
Injured/Ill Employees
Conference Record
Vehicular Condition
Vehicle Log Daily
Materials Safety Data Sheets
Product Information Forms
Dss Medicaid Threshold & Override Req.
No-Fault Assignment
Ambulance Call Report
Animal Bite Report
Vacation Schedule Planner
Holiday Vacation Request Form
Log Sheet

**Charts

MicroOrg/Disease
Hazardous Materials
Organization Tables
At Risk Populations
Clock Rounds
Check Points
Violations Proced.
Security Codes
Radio Alphabet

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FORMS DESIGNED

for the

PROJECT

BRONX COMMUNITY COLLEGE
WORKSHOP IN THE WORKPLACE

EMPLOYEE INTERVIEW

INTERVIEWEE______________________________EMP_________MGR_______

LOCATION__________________________________FLOOR_________________

JOB TITLE_________________________________DEPT._________________

INTERVIEWER____

DATE OF INTERVIEW___________________TIME_________________________

WAS EMPLOYEE OBSERVED?____YES_____NO_____ALONE?_____TEAM___

Basic Skills ***Reading, Writing, Computation, Communication***

QUESTIONS

1. WHAT SKILLS ARE IMPORTANT ON THE JOB?

	IMPORTANCE		
	VERY IMP 1	SOMEWHAT IMP 2	NOT IMP 3
A Reading			
B Writing			
C Math			
D Communication			
1) oral			
2) listening			
3) negotiating			
4) team building			
E Critical Thinking			
1) decision making			
2) creativity			
3) problem solving			
F Other________________________			

COMMENT: QUOTES Describe and give examples of these most used skills, e.g. counting money, weighing, reading graphs, etc.

____

____

____

____

2A. CONSIDERING ALL THE SKILLS, CHOOSE 2 THAT ARE MOST IMPORTANT

- A Reading
- B Writing
- C Math
- D Communication
  - 1) oral
  - 2) listening
  - 3) negotiating

4) team building

E Critical Thinking

1) decision making

2) creativity

F Other______________________

2 B WHY? Which skill is most important? Give examples demonstating why

3. DESCRIBE HOW YOU WOULD BREAK IN A NEW EMPLOYEE?

1.What would you do first? What methods and content would be included?

2. How did you decide this?

3. How will you decide what to do next?

4. What is your reasoning?

5. Who trained you?

6. Would a different method be better?

4. WHAT PREPARATION DOES A PERSON NEED FOR THIS POSITION? (Education, Training, preparation ?)

5. DESCRIBE YOUR DUTIES? Are they the same as your job description?

6. WHAT'S THE MOST DIFFICULT PART OF YOUR JOB? How often does this occur?

examples

safety

planning

training

teamwork

quality

instruction

prioritizing

cross training

other

7. **WHAT SKILLS DO YOU NEED TO**

Use Manuals? **Type**___________________________**NA**_________

Complete Forms? **Type**___________________________**NA**_________

Complete personnel documents? **Type**___________________________**NA**_____

Interpreting tables, charts? **Type**___________________________**NA**_____

Reading labels,signs, tags, ? **Type**___________________________**NA**_____

Keeping up to date with manuals, new methods through newspapers, memos, etc
Type___________________________**NA**_____

Writing notes, memos, reports? Type___________________________NA_____

USING EQUIPMENT

Type (Fax, time clock, calculator, computers,PC's, copiers) NA_____

Difficulties Using

When? (Type of situation)

Talking of the phone Problems?

WORDS/JARGON Examples Heard in Observation_______________________

Understood?

Audit Coordinators Maria Gil Dr. J. Juechter
Program Support: U.S. Department of Education & Bronx Community College

BRONX COMMUNITY COLLEGE
WORKSHOP IN THE WORKPLACE

PLOYEE WORKSHEET **AUDIT FORM**

NAME (observed)____

LOCATION____

JOB TITLE________________________________DEPT.__________________

OBSERVER__________________________OBSERVATION #_ 1___2___3___4

DATE OF OBSERVATION______________LENGTH OF TIME______________

Basic Skills to Observe: Reading, Writing, Computation, Communication

FUNCTIONAL TASKS/DESCRIPTION	IND/ GROUP #	BASIC SKILLS	MATERIALS
1________________________	Ind___ Number__	Read___ Write___ Math___ Comm__ Cr. Think___	
2________________________	Ind___ Number__	Read___ Write___ Math___ Comm__ Cr. Think____	
3________________________	Ind___ Number__	Read___ Write___ Math___ Comm__ Cr. Think____	
4________________________	Ind___ Number__	Read___ Write___ Math___ Comm__ Cr. Think____	
5________________________	Ind___ Number__	Read___ Write___ Math___ Comm__ Cr. Think____	
6________________________	Ind___ Number__	Read___ Write___ Math___ Comm__ Cr. Think____	

Ind___ Read___
Number__ Write___
Math___
Comm__
Cr. Think____

8

Ind___ Read___
Number__ Write___
Math___
Comm__
Cr. Think____

9

Ind___ Read___
Number__ Write___
Math___
Comm__
Cr. Think____

10

Ind___ Read___
Number__ Write___
Math___
Comm__
Cr. Think____

PURPOSE OF THE TASKS

COMMENTS

Are there any other tasks performed at other times? Alternate schedules?

BRONX COMMUNITY COLLEGE

Literacy Grant

JOURNAL OF ACTIVITIES NAME____________________

DATE	ACTIVITY	PERSONNEL	RESULTS

WORKSHOPS IN THE WORKPLACE

U.S. Department of Education & Bronx Community College, CUNY

PROGRESS REPORT

NAME of STUDENT____________________________________

WORK LOCATION Bronx Lebanon Hosp. ____ Farberware ____

INSTRUCTOR Dr. J. Juechter Khadija DeLoache

Directions: Please fill in a report for each student on a quarterly basis. Turn in the Progress Report to Mr. Grant at the end of your teaching assignment.

DATE	PROGRESS /EVALUATION	
Month 1	Attendance	Regular__ Sporadic__ Absent__Dropped___
	Punctuality	On time __ Sporadic__ Always late___
	Class Participation	High__ Moderate __ Low __

Language Proficiency Evaluation

Evidence

ESL

NA______

Speaks

Reading

Listening

Team Building

Math/Computation Skills

Evidence

Writing Skills Evaluation

Evidence

OTHER COMMENTS

DATE **PROGRESS /EVALUATION**

Month 2 **Attendance** **Regular__ Sporadic__ Absent__Dropped___**

Punctuality **On time __ Sporadic__ Always late___**

Class Participation **High__ Moderate __ Low __**

Language Proficiency Evaluation **Evidence**

ESL **N A______**

Speaks

Reading

Math/Computation Skills **Evidence**

Writing Skills Evaluation **Evidence**

OTHER COMMENTS

DATE **PROGRESS /EVALUATION**

Month 3 **Attendance** Regular__ Sporadic__ Absent__Dropped___

Punctuality On time __ Sporadic__ Always late___

Class Participation High__ Moderate __ Low __

ESL **Language Proficiency Evaluation** **Evidence**
NA______

Speaks

Reading

Math/Computation Skills **Evidence**

Writing Skills Evaluation **Evidence**

OTHER COMMENTS

DATE	**PROGRESS /EVALUATION**	
FINAL	**Attendance**	**Regular__ Sporadic__ Absent__Dropped___**
	Punctuality	**On time __ Sporadic__ Always late___**
	Class Participation	**High__ Moderate __ Low __**

ESL **Language Proficiency Evaluation** **Evidence**

NA______

Speaks

Reading

Math/Computation Skills **Evidence**

Writing Skills Evaluation **Evidence**

RECOMMENDED EDUCATIONAL NEEDS

WORKSHOPS IN THE WORKPLACE

U.S. Department of Education   Bronx Community College

WORKPLACE FITNESS SKILLS WORKSHEET

Instructions: Evaluate Your Workplace Skills in the Following Areas. (Circle one)

COMPUTATION   Mathematical Processes including reading charts and graphs
Outstanding   Good   Fair   Below Average   Pretty Bad

PROBLEM SOLVING   Figuring Out Difficult Situations or problems in a systematic way
Outstanding   Good   Fair   Below Average   Pretty Bad

SPEAKING   Effective and Accurate Presentations, any Oral Communication
Outstanding   Good   Fair   Below Average   Pretty Bad

WRITING   Communicating on Paper
Outstanding   Good   Fair   Below Average   Pretty Bad

LISTENING   Active Listening. Hearing all levels of communication
Outstanding   Good   Fair   Below Average   Pretty Bad

READING   Comprehension of Material and Vocabulary
Outstanding   Good   Fair   Below Average   Pretty Bad

TEAM BUILDING   Working Well with Other People Toward Common Work Goals
Outstanding   Good   Fair   Below Average   Pretty Bad

OTHER ?   ____

Outstanding   Good   Fair   Below Average   Pretty Bad

WORKPLACE FITNESS SKILL PASSOUT

Instructions: Review the list of Workplace Skills. Which of these do you use on the job? Write a few notes to yourself with an example of when or how you use this skill.

1. COMPUTATION Mathematical Processes

2. PROBLEM SOLVING Figuring Out Difficult Situations

3. SPEAKING Effective, Accurate Presentation

4. WRITING Communicating on Paper

5. LISTENING Active Listening

6. READING Comprehension & Vocabulary

7. TEAM BUILDING Working Together Well

8. OTHER ?

MY PERSONAL WORKPLACE FITNESS PLAN CONFIDENTIAL !

NAME__________________________________DATE__11/23/92

WORK LOCATION Bronx Lebanon_____ Farberware__X__

My job makes a unique contribution to me and my employer. My skills have enabled me to work well at the job. However, in order to grow and develop my effectiveness I need to enhance MY workplace skills.
Think about the skills from the first Worksheet.

Write down three skills you would like to improve? Write 2 - 3 sentences about why or how you could enhance your skills.

Skill # 1

- -

- -

- -

- -

- -

Skill # 2

- -

- -

- -

- -

- -

Skill #3

- -

- -

- -

- -

- -

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WORKSHOP IN THE WORKPLACE

Evaluation Form

for

Program Participants and Supervisors

Please answer questions 1-3 and follow the instructions after question 3.

1. This evaluation is being completed by a: (circle one)

   - Program Participant

   - Direct Supervisor of a Participant

2. You are employed by: (circle one)

   - Bronx-Lebanon Hospital

   - Farberware Inc.

3. Your job title/classification is ______________________

Instructions: Program Participants should answer questions 4-9 only. Questions 10-15 are for Supervisors only.

Program Participants Only

4. Circle the number on the scale below that best measures your overall reaction to this project.

20 18 16 14 12 10 8 6 4 2

[Excellent] [Good] [Fair] [Poor]

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5. Looking back at the different program topics contained in this project, which ones have helped you to do your job better? (circle one or more)

a. Active Listening

b. Reporting a Problem

c. Dictionary Lessons Pronunciation

d. Calculator Lessons & Graphs

e. Calculator Lesson 2

f. Reading Graphs

Other__________________

Other__________________

Explain below how each topic circled above has helped you.

6. Were there any topics you didn't find to be useful? (circle one)

Yes　　No　　A Few

Which ones and Why?____________________________________

____

____

7. Which statement(s) best describes your instructors? (circle one or more)

- They taught me things I didn't know
- They taught me things I needed to know
- They made me feel good about myself
- They moved the class a little too fast for me
- They made hard subjects easy to understand
- Other____

8. **Which statement best describes the translator (circle one or more)**

   - I couldn't have kept up without the translator
   - I really didn't need the translator
   - I only used the translator a little, but I'm glad they had one in the class
   - Other____

9. I think this project could be improved if they: (circle one or more)

   - Had different topics
   - Had more classes
   - Ran more than 16 weeks
   - Other____________

Supervisors Only

10. Do you feel this project has helped those who participated become better employees? (circle one)

    Yes No Somewhat

    Why?____

    ____

    ____

11. What do you consider to be the greatest benefit of this project?

    -For the Participants___________________________

    ____

    -For the Employer_______________________________

    ____

    -For You______________________________________

    ____

12. **Were __all__ your questions about this project answered __before__ the programs began? (circle one)**

Yes No Somewhat

13. What, if any, questions do you still have?

14. What, if any, problems did this project create for you?

15. Describe what you feel your role with participants should be during and after their involvement in the 16 week workshop schedule. (circle one or more)

-The same as it was before the workshops

-To support and reinforce this project where possible

-To encourage participants to attend all classes and take full advantage of the opportunity to learn new skills

-To find new participants to replace anyone who drops out of the program

-Other____

COURSE OUTLINE

and

SAMPLE CURRICULA

BRONX COMMUNITY COLLEGE
WORKSHOPS IN THE WORKPLACE

SUGGESTIONS FOR LESSONS **16 Lessons 2 Hours Each**
J. Juechter

Lesson 1
Introduction to Workshops in the Workplace
Introductions of participants
Adult Education Model
Workplace Fitness Survey

Name	**Company**	**Skills**
1. Dealing with a difficult person	Farb/BX	Oral. read
2. Active Listening	Farb/Bx	Listen. oral
3. Using a Calculator/Changing Technology	Farb/Bx	Math. prob. solve
Entering Data	Bx	
Reading the terminal information	Bx	
4. Attendance/Tardiness	Farb/Bx	Read. oral
Problem Solving	Farb/Bx	Prob. solve
Dietary		
Housekeeping		Reading
Security		
Farberware Cell Line		
Clerks		
6. Filling Out Forms	Farb/Bx	Read. Write
7. Stress Lesson	Bx	Read. oral
8. Following Instructions	Farb/Bx	Listen. read
9. Dressing for the Job	Bx	Read. prob. solve
10. Policy and Procedures	Farb/Bx	Read. thinking
11. Reading Charts and Graphs	Farb/Bx	Math. read
12. Oral Presentations by Participants	Farb/Bx	Oral
13. Talking to Supervisors - Managing your Manager	Farb/Bx	Critical think. oral
14. Telephone Skills	Farb/Bx	Listen. oral
15. Entering Data	Farb/Bx	Thinking

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WORKSHOPS IN THE WORKPLACE

MODULE 1 INTRODUCTIONS, SETTING THE STAGE, & PRETESTING

Attending: J. Juechter, trainer(s), Dennis Palmer or Natalie Hannon, Claude Grant

Overview: Brief overview and philosophy of the Workshops CG or JJ
10 min

Welcome: Partnership Representative NH or DP
10 min
Stresses involvement, company commitment and importance to the participants

Introductions: Name exercise to introduce everyone is a new way JJ
30 min
Name, job
What I love about my job
One personal statement which might surprise everyone
If I could change one thing about ________ it would be.....
(Chart for future use)

Workplace Fitness: *Brainstorm on the concept of workplace fitness. JJ & Trainer
15 min
Compare to physical fitness
Elicit: reading, writing, communication, decision making creativity, computation, critical thinking, team development
Learning Points

1. Learning is lifelong and as adults we are responsible for our own development
2. Each job requires certain skills more than others
3. Being "fit" for the job makes us more satisfied and happier on the job

10 min * Workplace Fitness Self-Test

Critical Skill: Brief Lesson Trainer
30 min

Writing Exercise: Personal Workplace Fitness Plan Complete before closing
15 min

Close

Workshops in the Workplace

Content Pre-Test **Dr. J. Juechter**

Multiple Choice

Instructions: Put all the answers on the Answer Sheet using a pencil.

1. Some decision making styles are more useful than others. Which of the following styles is usually more effective than the other?
   A Impulsive
   B Planning
   C Fatalistic
   D Dependent
   E Complimentary

2. Which of the following is NOT one of the guidelines for Active Listening?
   A Probe
   B Reflect
   C Challenge
   D Summarize
   E Brainstorm

3. If a person has an impulsive, temper tantrum on the job it is their ___________ personality at work.
   A Adult
   B Child
   C Teen Age
   D Parent
   E Grandparent

4. Critical thinking includes
   A Thinking rationally
   B Having creative ideas
   C Solving problems
   D Testing ideas
   E All of the Above

TRUE/FALSE

5. Transactional Analysis is a classic team building technique

6. An easy communication system can help with reporting problems in the workplace

CASE STUDY
Read the case below carefully. Circle the best answer to the 6 questions below .

Each employee has 10 vacation days during the first 5 years of work. After 5 years, employees have 4 weeks vacation. Advance vacation checks must be requested from the department at least 1 month in advance of the date required.

After 1 month of full-time employment, each employee is eligible to use sick leave. Sick leave is accumulated at the rate of 1 day per month from the date of hire up to a maximum of 12 days per year. In addition, each employee may take 4 personal days a year. Personal days and vacation days must be approved in writing by a supervisor.

As soon as an employee knows s/he will be absent or late, s/he must inform the supervisor. In cases of extended illness, definite arrangements to report periodically are to be made. Employees are expected to be on duty at the time scheduled. Tardiness and absence put extra burdens on the other employees who are working.

7. What is this passage about?
    a consideration on the job
    b time and leave policies
    c being late

8. If an employee working 2 years takes 1/4 of their vacation, how many days does s/he take?
    a 2 1/2
    b 4
    c 4 1/2

9. Where does this passage come from?
    a a letter requesting vacation
    b an employee manual
    c a disciplinary memo

10. What should I do if I'm going to be out sick for a long time?
    a let my supervisor know
    b contact my co-workers periodically
    c let my supervisor know and contact them regularly

11. After 6 years, I have my supervisor's approval to take my vacation and personal days together. How many days can I take?
    a 24
    b 14
    c 32

12. What does the word tardiness mean in the passage?
    a lateness
    b excessive lateness
    c lack of consideration

WORKSHOPS IN THE WORKPLACE
U.S. Department of Education Bronx Community College

WORKPLACE FITNESS SKILLS WORKSHEET

Instructions: Evaluate Your Workplace Skills in the Following Areas. (Circle one)

COMPUTATION Mathematical Processes including reading charts and graphs
Outstanding Good Fair Below Average Pretty Bad

PROBLEM SOLVING Figuring Out Difficult Situations or problems in a systematic way
Outstanding Good Fair Below Average Pretty Bad

SPEAKING Effective and Accurate Presentations, any Oral Communication
Outstanding Good Fair Below Average Pretty Bad

WRITING Communicating on Paper
Outstanding Good Fair Below Average Pretty Bad

LISTENING Active Listening. Hearing all levels of communication
Outstanding Good Fair Below Average Pretty Bad

READING Comprehension of Material and Vocabulary
Outstanding Good Fair Below Average Pretty Bad

TEAM BUILDING Working Well with Other People Toward Common Work Goals
Outstanding Good Fair Below Average Pretty Bad

OTHER ? ____

Outstanding Good Fair Below Average Pretty Bad

WORKSHOPS IN THE WORKPLACE

MODULE 2 **GRAPHS AND FRACTIONS** **FARBERWARE**

KHADEJIA DELOACHE **J. JUECHTER** **JEANNETTE DAVILA**

Materials

Writing Pads
Dictionary for each person

Procedures

Sign in Attendance at the door
Find your seat where the name tent is placed

Agenda

- Introduction of the ESL person Jeannette Davila
  Distribution and use of the pads

- Introductions in Teams Oral Communication 20 min
  (Group is divided with reps from departments seated together)
  Format: Introduce to the group JJ
  Hello (Hi) My name is............... Nickname if appropriate
  My department is.......................
  One of my most important tasks on the job is..................
  ESL circulate and assist with translation and introductions

- Vocabulary
  Words on the Board

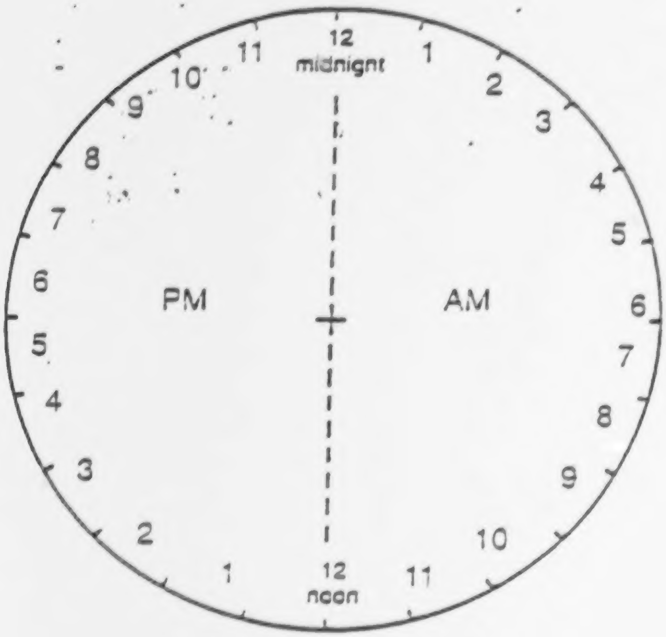
- Charting the Employee's Day using Fractions
  Fill in your day on the Form provided

Other: Collect dictionaries.
REMINDER: Bring Pads next week.

Worksheet #14b

Your own daily schedule

Fill out your own daily schedule on the clock below. If you work overtime, add it to your regular schedule.


12
midnight
1
2
3
4
5
6
7
8
9
10
11
12
noon
1
2
3
4
5
6
7
8
9
10
11
PM
AM

Discuss these questions with your group.

What is your work situation?

Do you ever work overtime?

If yes, what time of year do you work overtime?

How do you feel about overtime work?

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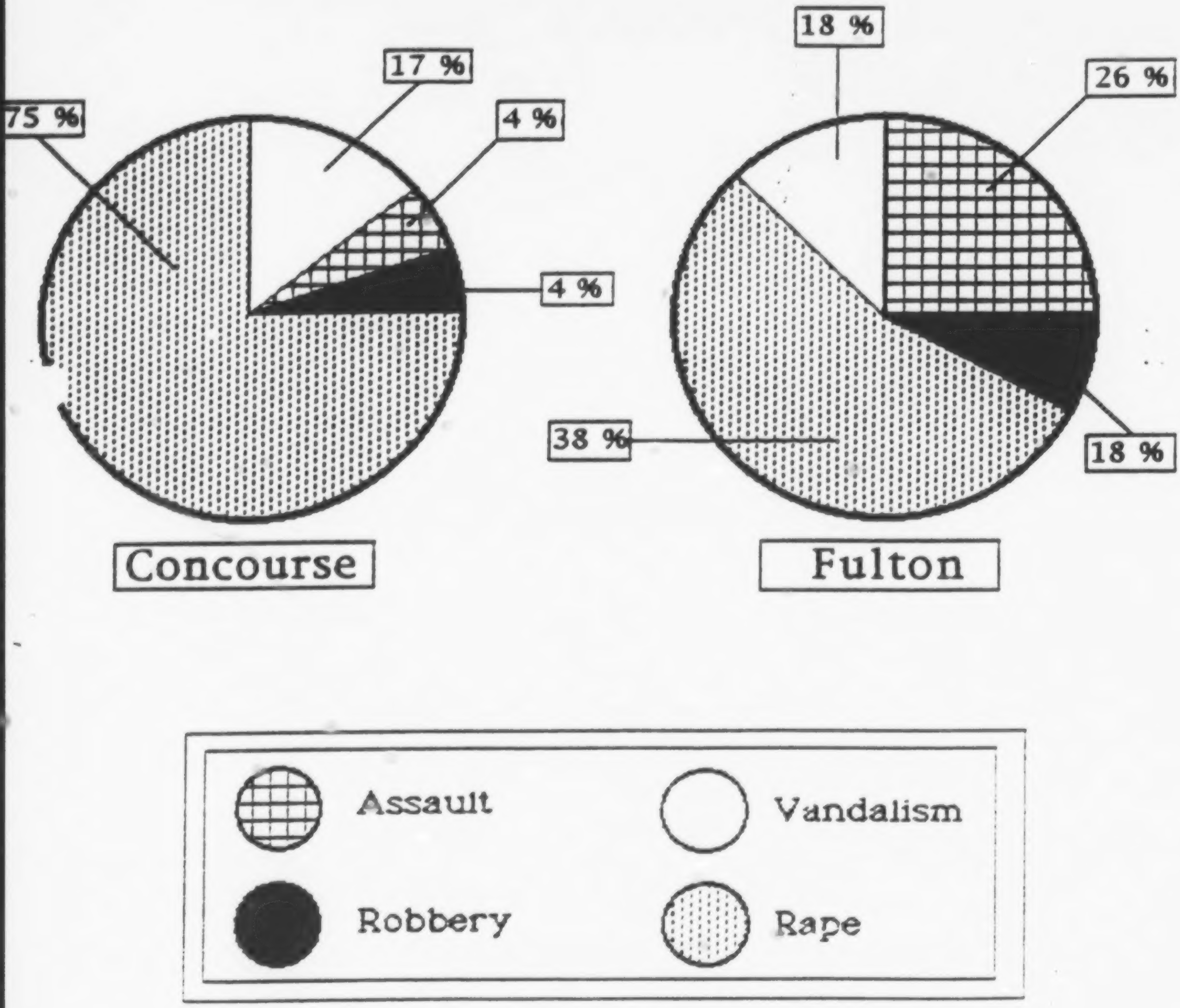
WORKSHOPS IN THE WORKPLACE

MODULE 2 GRAPHS AND FRACTIONS FARBERWARE

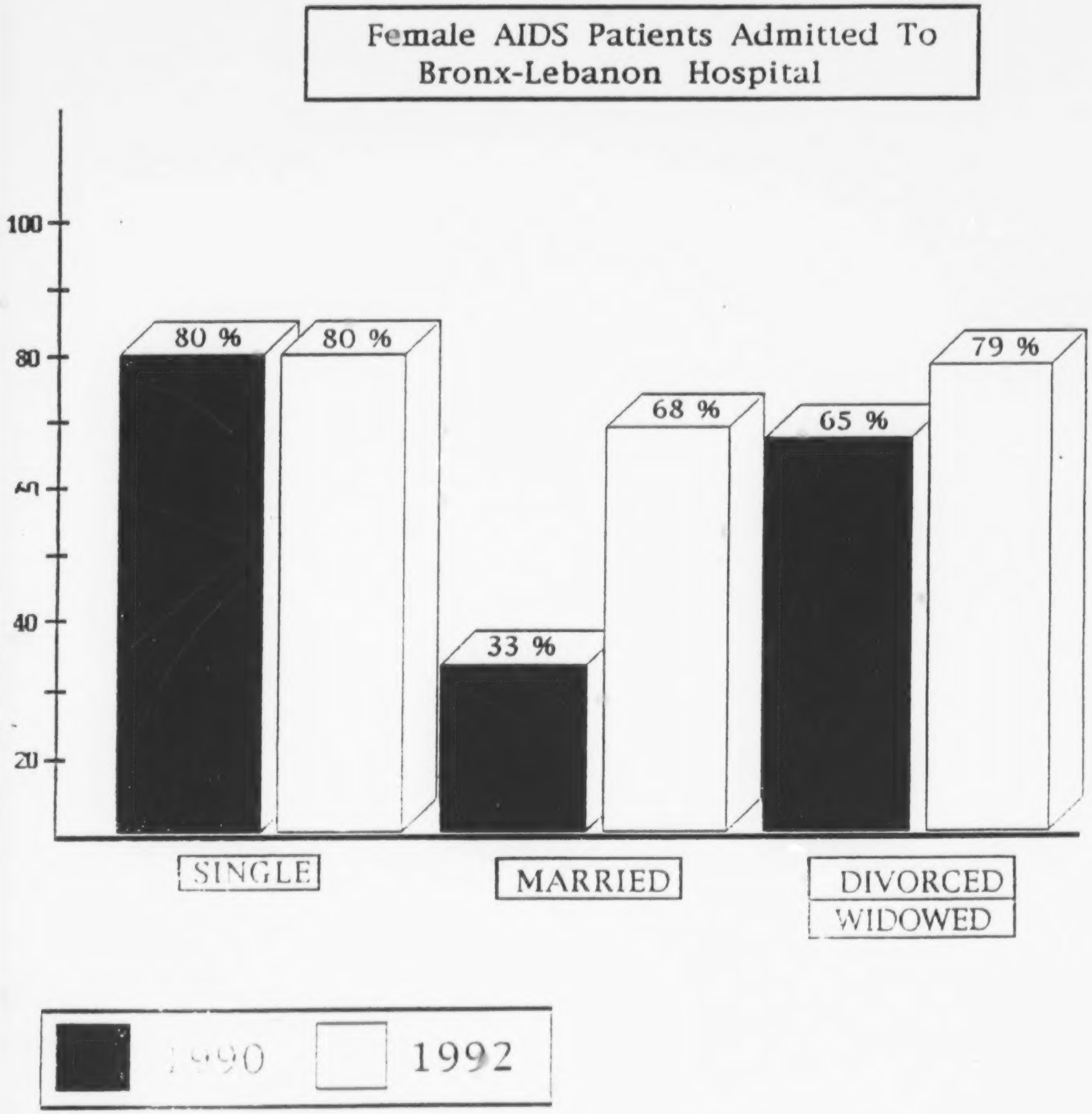
VOCABULARY

ENGLISH	SPANISH	ITALIAN
REJECT	RECHAZAR	
DESIGNATED	DESIGNADO	
EXCESS	EXCESO	
MILLENIUM	MILENIO	
REVIEW	RESPAR	
SET UP	ESTABLECER	
WELDER	SOLDADOR	
BUFF	PULIR	
GRIND	LIJA	

Crime At Hospital Locations



Crime At Bronx Lebanon Hospital Between September 1, 1992 and September 9, 1992


Female AIDS Patients Admitted To Bronx-Lebanon Hospital
100
80
60
40
20
80 %
80 %
33 %
68 %
65 %
79 %
SINGLE
MARRIED
DIVORCED
WIDOWED
1990
1992

WORKSHOPS IN THE WORKPLACE

MODULE 2 **Bronx Lebanon Hospital**

KHADEJIA DELOACHE **J. JUECHTER** **JUDITH HERNANDEZ**

Materials

Writing Pads
Dictionary for each person

Procedures

Sign in Attendance at the door
Find your seat where the name tent is placed

Agenda

- Introduction of the ESL person Judith Hernandfez
  Distribution and use of the pads

- Introductions in Teams Oral Communication 20 min
  (Group is divided with reps from departments seated together)
  Format: introduce to the group JJ
  Hello (Hi) My name is............... Nickname if appropriate
  My department is........................
  One of my most important tasks on the job is..................
  ESL circulate and assist with translation and introductions

- Survey KD 35 min
  Scoring JJ

- Using a Dictionary KD 45 min
  Lecturette
  Experiential Exercise Team Challenge
  Put 5 words on the board for the group to look up. First team wins a prize.

- Feedback on the fitness plans KD (writing) 20 min
  JJ (summary of all)

Other: Collect dictionaries.
REMINDER: Bring Pads next week.

WORKSHOPS IN THE WORKPLACE

MODULE 3 **Bronx Lebanon Hospital**

KHADEJIA DELOACHE J. JUECHTER JUDITH HERNANDEZ

Materials

Writing Pads
Dictionary for each person

Procedures

Sign in Attendance at the door
Find your seat where the name tent is placed

Agenda

1. Completion of forms New People

2. Pre-Test
   - Survey JJ

   Separate part of the room, give the pre-survey to those who missed it last week.

- Using a Dictionary KD 45 min

  Lecturette
  Experiential Exercise Team Challenge
  Put 5 words on the board for the group to look up. First team wins a prize.

- Patient's Bill of Rights 15 min

- JH Feedback on the fitness plans KD (writing) 20 min

  JJ (summary of all)

- Scoring: 0 - 3 Trainers Only .

3. Reporting a Problem JJ 30 min

4. Closure 10 min

Other: Collect dictionaries.
REMINDER: Bring Pads next week.

SAMPLE LESSON: REPORTING A PROBLEM

ESTIMATED TIME: 30 minutes

SKILL APPLICATIONS

Communications, critical thinking, procedural knowledge, decision making

PERFORMANCE INDICATORS

Security Officer	6.1	6.2	6.4	6.5	7.3	7.5	
Hospital Registrar	1.1	1.2	1.3	7.1	7.2	7.3	8.5
Cell Worker	7.1	7.2	7.3	7.4	5.3	8.1	
Hospital Custodian	1.1	1.2	1.3	5.1	5.2	8.3	
Dietary Worker	4.5	5.2	5.3	5.4			

TO THE INSTRUCTOR

This is a generic model for almost any business and gives a structure to a simple communication. One successful process is as follows:

1. Ask the questions at the top of the passout
2. Elicit examples of problems at work
3. Distribute Passout 1. Use for writing notes to yourself.
4. Go through the steps, asking what the participants use
5. Use the practice examples
6. Discussion of Results

VOCABULARY

Commonplace

MATERIALS

1 Passout Available. (One practice idea for manufacturing and
one for a hospital)

WORKSHOPS IN THE WORKPLAC

Farberware

MODULE REPORTING A PROBLEM

Can you name a single day on the job without a problem?
No one can!

Here is an approach to commonplace problems for use at work or home.

STEPS

1. POLITE OPENER
   Example: "Excuse me. I have a problem here".

2. STATING THE PROBLEM
   Example: "My machine is broken".

3. ASKING FOR HELP
   Example: "What should I do?"

PRACTICE
Here are some other examples. Practice Reporting a Problem.

1 You ran out of materials and don't know where to get them.

2. Your special earplugs are lost and you can't work without them.

3. You feel sick to your stomach.

4. You can't remember what your supervisor said to do.

5. Real Problem from your job.____________________________

WORKSHOPS IN THE WORKPLACE

MODULE 5 **FARBERWARE**

KHADEJIA DELOACHE J. JUECHTER JEANNETTE DAVILIA

Materials

Writing Pads
Dictionary for each person

Procedures

Sign in Attendance at the door

Agenda

- Pre-Test Part I JJ 20 min

- Vocabulary Place on the Board JD

- Introductions Oral Communication JJ 15 min

(Group is divided with reps from departments seated together)

Format: Greeting
I used (did not use) the calculator this week (OR I observed ______ using the Calulator)
Task for calculator
Enjoyed using it? Did not enjoy using it?______________

Jeannette circulate and assist with translation

- Using a Dictionary KD 15 min
  Lecturette
  Put 5 words on the board for the group to look up. First team wins a prize.

- Job Steps
  Continue with Job Steps 60 min

AND/OR

- Active Listening JJ

CALCULATOR LESSON OUTLINE I

Farberware

Introduction: Jeannette D'Avila ESL Assistant

1. Introduction to Team Work JJ
   How the Cell Line works and
   learns something new

2. Work Words (English, Spanish, Italian)
   Dictionary

3. Set out Objectives
   A To introduce new technology (calculators)
   B To have team teaching of the skill
   C To continue with learning of concepts

4. Division of Group
   Group A Four people will be taught introductory techniques on the calculator JJ
   Group B Continue with Basic Skills Kadhija
   Percents, graphs, Job steps with Homework

   When the four people have completed an introductory session, they will be assigned to teach two others in the group.
   Prize for the first "team" to complete learning and use the new technology.

5. Pre-test Objective questions only

CALCULATOR LESSON

Farberware Vocabulary

	English	Spanish	Italian
1.	Work Words	Trabajo Palabra	Lavoro Parola
2.	Calculator	Calculo	Machina Calcolatrice
3.	Percent %	porcentaje	per sento
4.	Team Work	cooperacion	Lavoro di squadra
5.	Division	division	divisione
6.	Multiply	motiplicare	multiplicar
7.	Pallet	palletta	tavoluzza
8.	Chart	carta	grafico, statistica

CALCULATOR PROBLEMS

Farberware

1. Maria has to work 8 hours on Easter Sunday. She gets 2 1/2 times her regular rate of $10.00 Hour.

How much money will she make on Easter Sunday before deductions?

The cell line has produced _1735__ of the __#811 pans in 4 hours. Their production goal is___2900___

A. What percent of the pans are completed?

B. How many pieces per hours do they need to complete to reach the production goal and finish in 3 hours?

CALCULATOR LESSON OUTLINE I

Bronx Lebanon Hospital

ESL Assistant Puts Work Words on the Board

1. Introduction to Team Work JJ
   How the Departments work together and
   how they learn something new

2. Work Words (English, Spanish,)
   Dictionary

3. Set out Objectives
   A To introduce new technology (calculators)
   B To have team teaching of the skill
   C To continue with learning of concepts

4. Division of Group
   Group A Four people will be taught introductory
   techniques on the calculator JJ
   Group B Continue with Basic Skills Kadhija
   Percents, graphs, Job steps with Homework

   When the four people have completed an introductory session, they will be assigned to teach two others in the group.
   Prize for the first "team" to complete learning and use the new technology.

5. Close

WORKSHOPS IN THE WORKPLACE

CALCULATOR LESSON 1

Bronx Lebanon Vocabulary

	English	Spanish
1.	Work Words	Trabajo Palabra
2.	Calculator	Calculadora
3.	Percent %	porciento
4.	Team Work	equipo de trabajo
5.	Division	division
6.	Multiply	mutiplicar
7.	Chart	tarjeta

CALCULATOR PROBLEMS

Bronx Lebanon Hospital

1. Maria has to work 8 hours on Easter Sunday. She gets 2 1/2 times her regular rate of $10.00 Hour.

How much money will she make on Easter Sunday before deductions?

2. The dietary group has set up _89__ of the Lunches for patients. They need to prepare 453 lunches.

   A. What percent of the lunches are completed?

   B. If they have 3 more hours to prepare lunches,how many will they have to complete per hour to feed everyone.

CALCULATOR LESSON 2

Farberware/Bronx Lebanon PROBLEMS

Market

The Cookie Question

You are buying cookies in the market. One box says $2.28 for 12 ozs. The second cookie box is priced at $2.56 for a full pound.

Which cookies are the best bargain?

CHRISTMAS DECORATIONS

The Christmas wrappings and ribbons are on sale. The large rolls of green and red prints are priced at 4 rolls of 30 feet for $5.00. In another box you find pretty paper that costs 6 rolls of 21 feet for $7.00.

Which paper is the best bargain?

Dr. J. Juechter

CALCULATOR LESSON 2

Farberware/Bronx Lebanon Vocabulary Words

Unit Price

Cooky

Bargain

Wrapping

Ribbon

Bills

Present

Lay Away

CALCULATOR LESSON OUTLINE Part II

Farberware/Bronx Lebanon Hospital

Work Words Jeannette D'Avila ESL Assistant
Puts words for the day on the board

1. Pre-test Objective Questions only JJ
   (Literacy level is so low the test has been simplified and will be given in two stages)

2. Calculator Applications on the job JJ
   Use two problems on Passout
   Develop Problems from the group

3. Calculator Applications at home
   A Grocery Shopping
   B Paying the bills
   C Other

4. Graphs Applications in the Workplace Khadija
   Job Steps Complete
   Writing Steps

Homework

THE CALCULATOR

Check out your skills on the calculator

Farberware has just raised the retail price of one size Millenium pans. The old price was $50.00 and the new price is $ 51.00.
What is the increase in cost as a percentage?

1. ANSWER______2_%

If they raised the cost by 5% what would the pan cost?

2. ANSWER__$52.50__________

The employees have been asked to locate the best chair for the money to purchase for Farberware employees. A committee has found three companies which produce good chairs. Which chair is the least expensive? Which would you purchase?

A. Great Company Cushion Maker
3 chairs for $399 with no guarantee $133 each per chair

B Company Soft Seat
4 chairs for $528 plus $5.00 to guarantee them for 3 years. $132 each plus $1.25 each = $133.25 per chair

C The Seat Company
5 chairs for $700 with a discount of 10% for 4 or more chairs. $700 x 10% = $70 discount. $126 per chair

ANSWER Least Expensive__$_126____

Purchase COMPANY______________

CALCULATOR LESSON 2

Farberware/Bronx Lebanon PROBLEMS

AT HOME

Juanita is wondering if she has enough money to pay all of her bills. She has $242.00 left from her paycheck. She wants to keep $30.00 for stamps and her grandchild's birthday present.

Which bills can she pay?

1. Telephone	37.00
2. Car Payment	126.00
3. Lay Away	24.00
4. Owed to Gina	25.00
5. Lottery Tickets	5.00
6. Con Edison	32.00

WORKSHOPS IN THE WORKPLACE

CALCULATOR LESSON 2

Farberware/Bronx Lebanon Vocabulary Words

Unit Price	Precio Unidad	Unita Prezzo
Cookie	Galleta	Prosticcino
Bargain	Compra	Baratto
Wrapping	Emforcar	Envolver/Involucro
Ribbon	Cinta	Nastro
Bills	Cuartos	Fattura
Present	Presente	Presente
Lay Away	Plan de Pago	Aborro o credito

WORKSHOPS IN THE WORKPLACE

MODULE 6 **Active Listening & Round Robin Reading**
FARBERWARE

KHADIJA DELOACHE J. JUECHTER JEANNETTE DAVILA

Materials

Writing Pads
Dictionary for each person
Active Listening Passouts
Dictionary Passout

Procedures

Sign in Attendance at the door

Agenda

- **Preview/Review** 10 min
  - Use of calculator
  - Any new ideas about learning
- **Active Listening** JJ 45 min
  - Lecturette
  - Examples
  - Practice
- **Using a Dictionary** KD 60 min
  - Lecturette on dictionary use

  Farberware Reading Union Contract
  Round Robin Reading 1

  Vocabulary Search

  Experiential Exercise Team Challenge
  Put 5 words on the board for the group to look up.

- Close

WORKSHOPS IN THE WORKPLACE

#2

A SKILL CALLED: ACTIVE LISTENING

GUIDELINES FOR ACTIVE LISTENING

CONCENTRATE

REFLECT

PROBE

SUMMARIZE

BRONX COMMUNITY COLLEGE, CUNY

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WORKSHOPS IN THE WORKPLACE

A SKILL CALLED: ACTIVE LISTENING

LISTENING BARRIERS	LISTENING AIDS

BRONX COMMUNITY COLLEGE, CUNY

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WORKSHOPS IN THE WORKPLACE

MODULE 7 **FARBERWARE**

J. JUECHTER **JEANNETTE DAVILA**

Materials

Writing Pads
Dictionary for each person
Reading: Rules for Union Workers
Reading: Mom's Cake Recipe
Evaluation Form

Topics

1. **READING EXERCISE**
   Round Robin Reading
   Vocabulary and Content Lesson

2. **Mom's Cake Recipe**
   Introduce concepts of measurement

3. **Complete evaluation form giving feedback to the staff**

4. **Vocabulary**

5. **Close**

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FARBERWARE INC
[illegible]

To: All Employees

From: Personnel Department

Subject: Rules and Regulations

The purpose of this restatement of company policy is to improve communication, to promote adjustments of grievances and disputes, to prevent waste, unnecessary and avoidable delays and expenses, to promote good standards of workmanship and conduct to assure that a proper quality and quantity of production will be maintained, to reduce costs, to promote cooperation and good will, and to establish the necessary procedure by which these ends may be accomplished. Company Rules and Regulations, as set forth in this statement of policy, are designed as a guide with the intent to promote and improve industrial relations.

Farberware reserves its exclusive right to manage its operation, to make changes as it may deem necessary and to determine the means and manner by which its operations are to be carried out.

RULES AND REGULATIONS

In order to work together in an effective and harmonious environment, as well as protect the rights and privileges of each employee and the company, a certain standard of behavior is expected of each employee. With this in mind, the following Rules and Regulations are for your general information and to insure uniform administration and understanding of disciplinary action if it is ever necessary. The Rules and Regulations governing conduct in our plants are divided into three main groups, depending upon the relative seriousness of the misconduct.

I. Any of the following types of misconduct by an employee on company property is considered inexcused and may result in immediate discharge:

- Deliberate damage to company property or to the property of other employees.
- Stealing
- Fighting
- Carrying concealed weapons or other violations of any criminal law.
- Immoral conduct or indecency.
- Willful hampering of production
- Insubordination
- Falsification of records
- Hiding, concealing or misappropriation of company property of the property of other employees.
- Gambling or conducting gambling activities
- Unexcused departure from your job before the end of the work day
- Abusive or threatening language
- Possessing intoxicants or drugs

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intoxicants
-Sleeping on the job

11 Any of the following types of misconduct by an employe is considered an offense which is not to be tolerated. The first of such actions may be punishable by (3) days off without pay. The second act of misconduct , not necessarily the same type of offense, may result in discharge:

-Careless waste of material or abuse of tools and equipment
-Willful violation of established safety rules
-Concealing defective work
-Playing of pranks or horseplay
-Unauthorized selling of any goods, wares, or merchandise on company property.
-Disorderly conduct.
-Carelessness or recklessness

111 Any of the following types of misconduct by an employee is considered a serious offense. The first offense may bring a reprimand. The second offense may not necessarily be the same type of miscondust, but may be punishable by three (3) days off without pay. Any further offense may result in discharge:

-Unreported absence or absence without justifiable cause.
-Excessive absence from a department without permission or logical excuse.
-Failure to report personal injury.
-Posting unauthorize notices, defacing walls, or tampering with bullentin board.

GENERAL SAFETY RULES

1. Follow instructions; take no chances; if you don't know, ask for proper job instruction.
2. Report immediately to your foreman or supervisor any condition or practice you think might cause injury to employees or damage to equipment.
3. Put everything you use or handle in its proper place. Disorder causes injury, wastes time, energy and material. Keep your work area clean and orderly.
4. Use the right tools and equipment for the job; use them in a safe manner.
5. Whenever you or the equipment operate is involved in any accident that results in personal injury or damage to property, regardless of how minor, you must immediately report it to your supervisor or foreman.
6. Use, adjust, alter and repair equipment only when authorized.
7. Approved head, eye and foot protection must be worn at all times. Use all other prescribed protective equipment regularly. Keep it in good condition.
8. Don't horseplay; avoid distracting others.
9. When lifting, bend your knees, grasp the load firmly, then raise the load keeping yur back as straight as possible. Get help for heavy loads.
10. Obey all specific rules, signs and instructions.
11. In no case are you to operate any piece of equipment or do any class of work other than that assigned unless you are specifically told to do so by your manager.
12. All employees are required to wear low heeled shoes with either socks or stockings. Sandals, toeless or heelless shoes are not permitted.
13. Finger rings, bracelets or necklaces or any loose jewerly may not be worn by machine operators.
14. A qualified operator is the only person authorized to drive or ride any power operated shop truck. They must have a permit and carry it at all times.
15. Smoking is permitted in authorized areas only.

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NO FAULT ATTENDANCE POLICY REVIEW

DATE: ______________________

NAME ______________________ CLOCK # ____________

SUPERVISOR: ______________ DEPT: ______________

THE FARBERWARE, INC. "NO FAULT ATTENDANCE POLICY". HAS BEEN EXPLAINED TO ME IN ______________________________________ BY ______________________. I UNDERSTAND THAT THIS POLICY WILL BEGIN ON ______________________________.

EMPLOYEE: ______________________________ CLOCK # ______________

SUPERVISOR: ______________________________ DATE: ______________

INTERPRETER: ______________________________ #: ______________

CC: EMPLOYEE
PERSONNEL FILE

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MOM'S SHERRY CREAM CAKE

Ingredients

1. Package of Yellow Cake Mix
2. 1 Package of Instant Vanilla Pudding
3. 4 Eggs
4. 1/2 Cup Vegetable Oil
5. 3/4 Cups Cream Sherry

Mix all the ingredients together in a large bowl with an electric mixer. Pour into greased Bundt or Angel Cake pan.

Bake 325' for 50 - 60 minutes

Prepare the Glaze while the cake is baking.

1 Cup of confectionous sugar
3 Tablespoons of Cream Sherry
4 Tablespoons of butter (melt slightly before combining)

(Put in the refrigerator to set)

NUTS

Chop almonds and put in the oven to toast. Use chopped walnuts if you prefer but don't toast them.

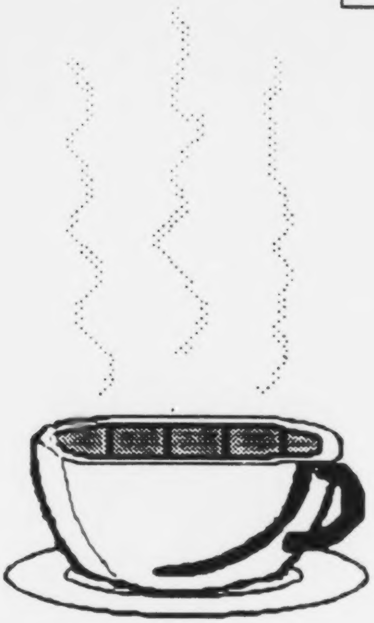
DIRECTIONS

Remove the cake from the pan and cool. When it has cooled put the nuts on top of the cake and pour glaze on top to hold them

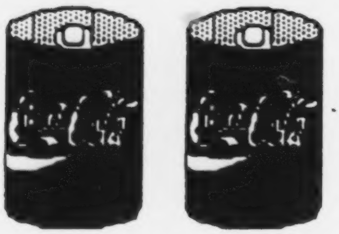
Keeps 2 weeks in the refrigerator

Gertrude Louise Kruger Joanne Kruger Juechter

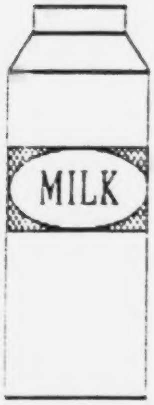
Table One
Liquid Measurement



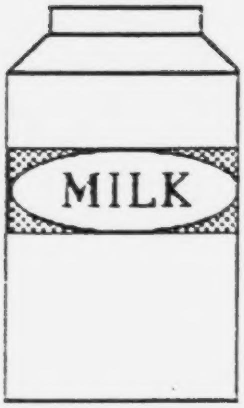
8 Ounces = 1 Cup



2 Cups = 1 Pint



2 Pints = 1 Quart



4 Quarts = 1 Gallon

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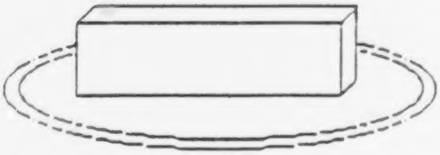
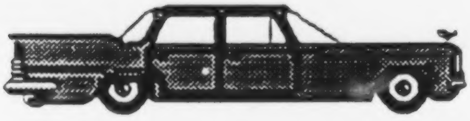
Table Two
Dry Measurement



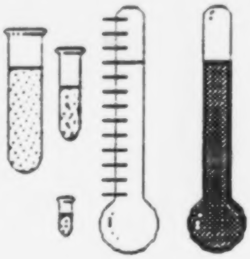
2000 Pounds = 1 Ton



16 Ounces = 1 Pound

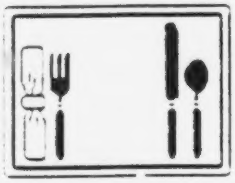
1. In order to disinfect all the surface areas in a hospital room, you will need a gallon of disinfectant solution. The directions on the container of disinfectant say, "To make one quart of solution, add one pint of disinfectant to one pint of water."

   How much disinfectant and how much water do you need to make a gallon of solution?



2. You must prepare a snack tray for 150 patients. As part of the snack, each patient should receive one ounce of raisins.

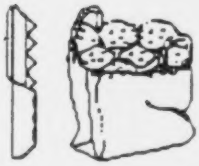
   How many one-pound boxes of raisins will you need to complete the trays?



3. A ton of peeled potatoes has been delivered. You and your coworkers must slice them, and store them in a 15-pound containers for later use. It takes all of you one-half day to fill twenty containers.

   How long will it take you and your co-workers to slice and store all the potatoes ?

   How many containers will you use?



4. At the beginning of each week, you are issued enough rubber gloves to last five days. Each pair of gloves weighs 1/2 ounce. The gloves come packed one dozen pairs to a box.

   How much does each box weigh?

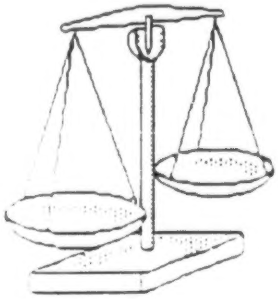
   If you use four pairs a day. Will any pairs remain unused at the end of the week? If yes, how many?

5. Glucose solution comes in two-liter bottles.

How many ounces is that?

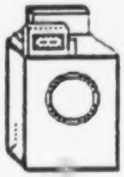
6. Rice is purchased in ten-pound sacks.

How many kilos are in each sack?



7. The industrial washing machine holds 150 pounds of soiled hospital bedding. To clean a full load, 6 1/2 cups of detergent, 2 2/3 cups of bleach, and 1 cup of ammonia are needed.

How much detergent, bleach, and ammonia are needed to clean 50 pounds?



8. All cooking utensils must be soaked in a solution containing 20% salt, and 11% boric acid, 3% lemon juice, 12% soap, and water.

What percentage of this solution is water?

9. You are preparing a 2% saline solution. One-quarter gram of salt to 20 ounces of sterile water is considered a 4% solution.

How much salt and water will you need?

10. Convert 2 liters to fluid ounces; gallons; quarts.

Convert:

1 Liter
1 Gallon

WORKSHOPS IN THE WORKPLACE

MODULE 8 Bronx Lebanon Hospital

J. JUECHTER JUDITH HERNANDEZ

Materials
Writing Pads
Dictionary for each person

Topics

1. Job Steps in the workplace: Students fill out form writing down the steps to their jobs in order

   Departments report out their steps to others verbally
   Collect Job steps to see writing samples: use one for training

2. Transactional Analysis
   Present the model for communications to trainees
   Use in a hospital setting
   Elicit examples

3. Complete evaluation form giving feedback to the staff

4. Close

BRONX COMMUNITY COLLEGE, CUNY

WORKSHOPS IN THE WORKPLACE

FARBERWARE

MODULE 8

Materials: Vocabulary Words
Union Contract Reading
Reporting a Problem Passout
Test scores from Survey

Warm-up: Oral exercise Using Metaphors
15 min

Today I feel like the color ____________ because ------

1. REPORTING A PROBLEM
30 min
    Concept
    Practice on the job jj

2. UNION CONTRACT READING KD
60 min
    Page 3 of reading
    Vocabulary
    Other

3. TEST SCORES jj
15 MIN
    Report on survey scores
    Review Active Listening Question

WORKSHOPS IN THE WORKPLACE

MODULE 9 Farberware

KAHDIJA DELOACHE J. JUECHTER JEANNETTE DAVILA

Materials
Survey Part II
Dictionaries
Vocabulary

Agenda

1. Content Survey Part II jj 30 min.

2. Union Rules Reading 75 min

   Format: Divide Group into 4 teams to intepret th Cloze Reading of the Union Rules.

   Have groups fill in the blanks.

3. Vocabulary

4. Point System: Understanding the rules

WORKSHOPS IN THE WORKPLACE

MODULE 9 **Farberware**

NO FAULT ATTENDANCE POLICY

General Attendance Rules
CAN YOU FILL IN THE BLANKS?

2. 0
IN ALL CASES EXCEPT IF AN EMPLOYEE IS ______________ AND IN A BED, UNEXCUSED ABSENCES OF _____CONSECUTIVE WORK DAYS WITHOUT CONTACTING YOUR IMMEDIATE SUPERVISOR OR THE ___________DEPARTMENT WILL BE INTERPRETED BY FARBERWARE AS A VOLUNTARY ____________.

2. 1
ANY EMPLOYEE WHO LEAVES WORK BEFORE THE END OF HIS OR HER SCHEDULED ___________ WITHOUT FIRST NOTIFYING HIS IMMEDIATE SUPERVISOR OR THE PERSONNEL DEPARTMENT IS ASSUMED TO HAVE ____ AND WILL BE ____________.

2.2
EMPLOYEES WHO HAVE CONTACTED THE ____________ DEPARTMENT AND HAVE BEEN ABSENT FOR OVER _____ SCHEDULED WORK DAYS MUST GIVE AN APPROVED _________ TO THE PERSONNEL OR MEDICAL DEPARTMENT _______ RETURNING TO WORK.

2.3
ALL EMPLOYEES RETURNING TO WORK AFTER BEING ON __________ ILLNESS, DISABILITY OR ______________ MUST RECEIVE WRITTEN APPROVAL FROM THE FARBERWARE _____________ OR PERSONNEL DEPARTMENTS BEFORE BEING ALLOWED TO WORK.

WORKSHOPS IN THE WORKPLACE

MODULE 9 **Farberware**

NO FAULT ATTENDANCE POLICY

General Attendance Rules
CAN YOU FILL IN THE BLANKS?

2. 0
IN ALL CASES EXCEPT IF AN EMPLOYEE IS **HOSPITALIZED** AND IN A BED, UNEXCUSED ABSENCES OF **3** CONSECUTIVE WORK DAYS WITHOUT CONTACTING YOUR IMMEDIATE SUPERVISOR OR THE **PERSONNEL** DEPARTMENT WILL BE INTERPRETED BY FARBERWARE AS A VOLUNTARY **RESIGNATION**.

2. 1
ANY EMPLOYEE WHO LEAVES WORK BEFORE THE END OF HIS OR HER SCHEDULED **SHIFT** WITHOUT FIRST NOTIFYING HIS **IMMEDIATE** SUPERVISOR OR THE PERSONNEL DEPARTMENT IS ASSUMED TO HAVE QUIT **AND** WILL BE **DISCHARGED**.

2.2
EMPLOYEES WHO HAVE CONTACTED THE **PERSONNEL** DEPARTMENT AND HAVE BEEN ABSENT FOR OVER **3** SCHEDULED WORK DAYS MUST GIVE AN APPROVED **NOTE** TO THE PERSONNEL OR MEDICAL DEPARTMENT **BEFORE** RETURNING TO WORK.

2.3
ALL EMPLOYEES RETURNING TO WORK AFTER BEING ON **EXTENDED** ILLNESS, DISABILITY OR **COMPENSATION** MUST RECEIVE WRITTEN APPROVAL FROM THE FARBERWARE **MEDICAL** OR PERSONNEL DEPARTMENTS BEFORE BEING ALLOWED TO WORK.

MODULE 10 TRANSACTIONAL ANALYSIS
Farberware

Instructor: Dr. J. Juechter Khadija DeLoache Jeannette Davila

1. Review/Preview

2. Introduction to Transactional Analysis
    - Overview of Theory
    - Reading the Materials
    - Applying the theory
        - Using written examples
        - Using work experience:
          Chairs for wrappers are moved by the evening shift to other areas. During the day, the people who wrap cannot find them

3. Homework
   By the next class find at least one example of these Transactions in your life. Be prepared to present them first.

SAMPLE LESSON: RELATING TO PEOPLE: TRANSACTIONAL ANALYSIS

ESTIMATED TIME: 90 minutes

SKILL APPLICATIONS

Communications, critical thinking, predicting outcomes, procedural knowledge, decision making

PERFORMANCE INDICATORS

Security Officer	6.1	6.2	6.3	6.4	6.5		
Hospital Registrar	1.1	1.2	1.3	7.1	7.2	7.3	7.4
Cell Worker	7.1	7.2	7.3	7.4	7.5		
Hospital Custodian	1.1	1.2	1.3	5.1	5.2	5.3	
Dietary Worker	4.5	5.2	5.3	5.4			

TO THE INSTRUCTOR

This is model for teaching a communication style which is easy to understand and use. One successful process is as follows:

1. Introduce the concept of Parent Adult and Child (no passouts yet)
2. Elicit examples of Parent Adult & Child behavior
3. Distribute Passout 1. Use for writing notes to yourself.
4. Go through Passouts 2 & 3 asking for role plays - if possible on the job.
5. Use Passout # 4 Check for understanding
6. Questions for Class Discussion
    - How does TA relate to Workplace Fitness? Who do we want at work - child, adult or parent?
    - How can this be applied?
7. Discussion of Results

VOCABULARY

Transactional Analysis, personality, influence, verbal signals, condescending, clucking, furrowed, exaggerated, obscene

MATERIALS

4 Passouts Available. One application for manufacturing and
one for a hospital.

BEST COPY AVAILABLE

WORKSHOPS IN THE WORKPLACE

RELATING TO PEOPLE

COMMUNICATIONS TA (Transactional Analysis)

HERE IS A MODEL TO HELP US UNDERSTAND OUR COMMUNICATION TO OTHERS. IT IS CALLED **TRANSACTIONAL ANALYSIS**. WE HAVE THREE PARTS TO OUR PERSONALITY AND EACH COMMUNICATES IN A DIFFERENT WAY.

PARENT

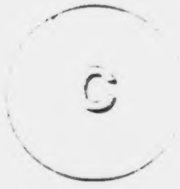
The first person to influence us is our parent. Sometimes we continue to act the way we learned from them - in every situation.

ADULT

Our experience, education environment and other events shapes us to become mature adults.

CHILD

Despite growing up. a part of us continues as a child and influences what we do.



WORKSHOPS IN THE WORKPLACE

#2

RELATING TO PEOPLE

COMMUNICATIONS TA VERBAL SIGNALS

WE CAN USUALLY TELL WHICH PART OF OUR PERSONALITY IS BEING USED BY WHAT WE SAY. CAN YOU HEAR YOURSELF?

PARENT VERBALS
"Always" & "Never" words

I told you so.......
Judgmental Words: Stupid, lazy, disgusting, asinine, ignorant, ridiculous.
"Should" & "Ought" words
Condescending words: Dear, Honey, Cutie, poor dear, poor thing

ADULT VERBALS
Answers what, why, who, where when. Does not compare with others. Provides answers if possible. No game playing.

CHILD VERBALS
Selfish words: I want. I wish.

The NO words: I don't know. I don't care. I won't.
Bragging: I'm the best, the biggest, the nicest, the meanest....

WORKSHOPS IN THE WORKPLACE

#3

RELATING TO PEOPLE

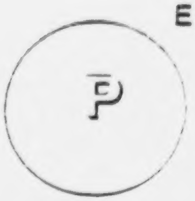
COMMUNICATIONS TA NON-VERBALS

THERE ARE MANY CLUES TO IDENTIFYING THE TYPE OF COMMUNICATION USED BY OTHER PEOPLE. LET'S LOOK AT HOW THESE INFLUENCE OTHERS IN THE WORKPLACE.

PARENT NON-VERBALS — EXAMPLES

Furrowed brown, pointing

fingers, head wagging, the "look:", hands on hips, wringing hands, tongue clucking exhale loudly, looking mad.



ADULT NON-VERBALS — EXAMPLES

Looks straight in the eye, listens carefully, leans

forward, hand gestures are appropriate, not exaggerated.

CHILD NON-VERBALS — EXAMPLES

Tears, whining, pouting

temper tantrums, giggling

downcast eyes, flirting, teasing, nail biting, squirming, obscene gestures.

WORKSHOPS IN THE WORKPLACE

#4 Bronx Lebanon Hospital

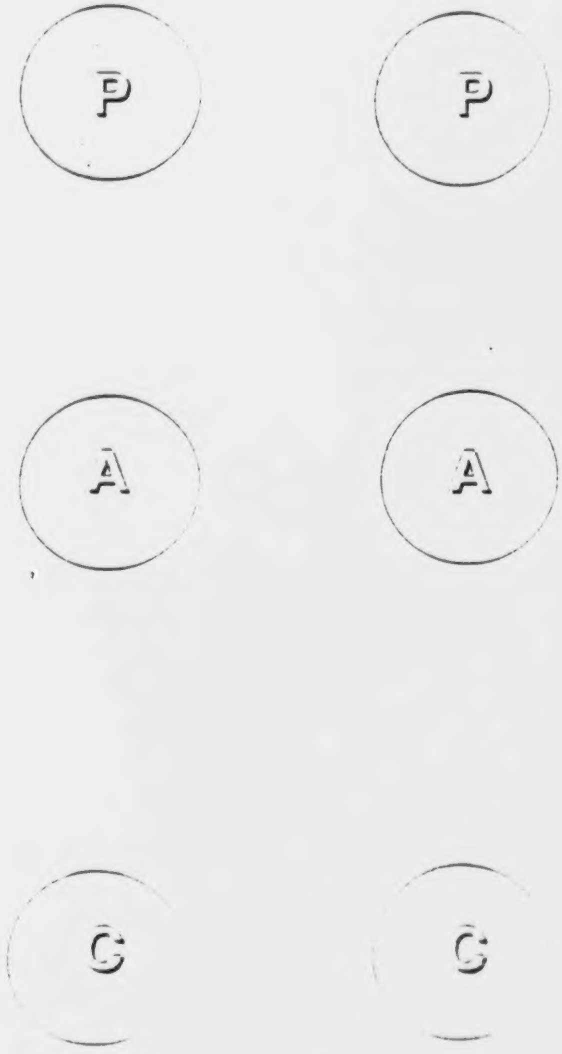
RELATING TO PEOPLE

COMMUNICATIONS TA ANALYZING THE TRANSACTIONS

HERE ARE SOME EXAMPLES OF CHILD • ADULT • PARENT COMMUNICATION. SEE IF YOU CAN IDENTIFY THE STYLE AND THEN HOW TO IMPROVE IT.

EXAMPLE 1
Patient: Can you tell me when my appointment is?

Clerk: This is the fourth time you've asked me. Can't you see we're busy?



EXAMPLE 2
Patient: This food is awful. It's looks like dog food and tastes even worse. I won't eat it.

Dietary: I'm sorry but this is the recommended diet for your condition - soft, low-sodium and fat. Check with your doctor if you think it's incorrect.

EXAMPLE 3
Security: No, you may not use that stairway; it's reserved for the doctors and staff. Go that way, please.

Visitor: Don't talk to me in that tone young man. I'm old enough to be your mother!

BRONX COMMUNITY COLLEGE

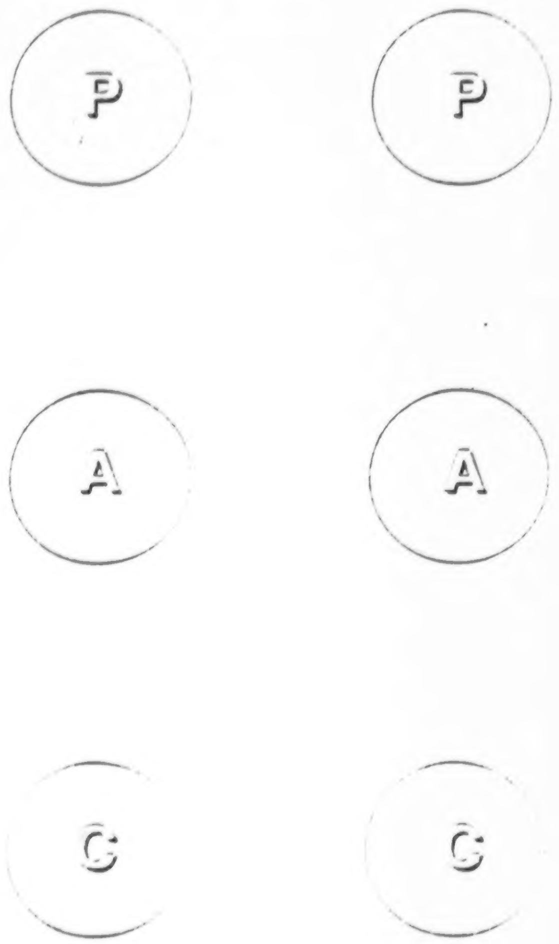
WORKSHOPS IN THE WORKPLACE

#5 Farberware

RELATING TO PEOPLE

COMMUNICATIONS TA ANALYZING THE TRANSACTIONS

HERE ARE SOME EXAMPLES OF CHILD • ADULT • PARENT COMMUNICATION. SEE IF YOU CAN IDENTIFY THE STYLE AND THEN HOW TO IMPROVE IT.



EXAMPLE 1
Employee: We're out of materials again. I guess the line will have to be stopped.

Second employee: Don't tell me about it. It's not my job to resupply the area.

EXAMPLE 2
Supervisor: What is the matter here? I've never seen as many dents in one day.

Employee: I'm sorry but we've had continual machine breakdowns since lunch and two people are out.

EXAMPLE 3
Manager: I want everyone in the lunchroom for a meeting at 12:30 sharp. And don't be late.

Employee: How come we always have meetings that interrupt our break? It's not fair.

Workshops in the Workplace

MODULE 11 — HANDLING MONEY AT BRONX LEBANON HOSPITAL

Khadija DeLoache Judith Hernanez

MATERIALS

1. Set of Play Money (No change)
2. Forms for collection

FORMAT

TEAMS: FULTON AVENUE & CONCOURSE
Teams sit together to take the assignment
Choose a Team Leader
Distribute first form (Individual receipts)

PROBLEM: You have been to the clinic ______ number of times this month. Calculate the total cost of the visits and turn the money in to the team leader.

EXERCISE: Complete the forms for the entire group, adding up the money. Team leader gives each person a receipt for their money
Calculators may be used.
Distribute second form

FINAL REPORT: Put the totals on the Board

WORKSHOPS IN THE WORKPLACE

Spring 1993

MONEY LESSON: BRONX LEBANON HOSPITAL

Learning Objectives

1. Reinforce computation skills
2. Learn an organizational approach to money
3. Learn to work in teams
4. Understand the emotional component in handling money

Preparation

1. Divide up the play money into (approximately) $300.00 sets, one for each person in the class
2. Set up the task on the board

   You have had to make a variety of medical appointments this month in several clinics. Here are some of the choices:

Cardiovascular Clinic	$ 45.00 per visit
Dental Clinic	$ 25.00
Gastro-Intestinal Clinic	$ 35.00
Prescriptions	$ 15.00 each

Sequence

1. Distribute the money to participants and ask them to count their stack.
2. Issue a series of "checks" to each participant for use in the exercise.
3. Decide which of the clinics you will visit 1 - 3 times (Choose at least 3 which are not all the same)
4. Prepare a bill for your medical expenses
5. Figure out how to pay the bill using both cash and checks.
6. Fill out the new form for payment
6. Turn in the money and form to the registrar
7. Registrar: Check the amount, form and checks.
   Return with penalties any incomplete or wrong checks, wrong amounts, etc
8. Registrars: Total all the money received for turn-in to the hospital
9. Discussion about the exercise

Dr. J. Juechter Maria Gill Khadija DeLoache

Final Products

WORKSHOPS IN THE WORKPLACE

Spring 1993

MONEY LESSON: FARBERWARE INC

Learning Objectives

1. Reinforce computation skills
2. Learn an organizational approach to money
3. Learn to work in teams
4. Understand the emotional component in handling money

Preparation

1. Divide up the play money into (approximately) $300.00 sets, one for each person in the class
2. Set up the task on the board

You have decided to splurge at the company store and purchase items for yourself and others. Here are some of the choices:

Teapot	$ 13.99
Omlet pan	$ 10.79
Saute Pan (new)	$ 38.00
Millenium pan	$ 21.00
Frying Pan (Elec)	$ 49.00
Coffee Pot	$ 13.99
Ice Tea Maker	$ 8.99
Mixing Bowl Set	$ 8.99
Flatware (8 settings)	$ 49.00
Other	

Sequence

1. Distribute the money to participants and ask them to count their stack.
2. Issue a series of "checks" to each participant for use in the exercise.
3. Decide which of the purchases you will take (Choose at least 5 which are not all the same)
4. Prepare a bill for your purchases
5. Figure out how to pay the bill using both cash and checks.
6. Fill out the new form for payment
6. Turn in money and form to the cashier
7. Cashier: Check the amount, form and checks.
   Return with penalties any incomplete or wrong checks, wrong amounts, etc
8. Cashiers: Total all the money received for turn in to Farberware
9. Discussion about the exercise

Dr. J. Juechter Maria Gill Khadija DeLoache

MODULE 11 CRITICAL THINKING & PROBLEM SOLVING

Farberware

Instructor: Dr. J. Juechter Khadija DeLoache Jeannette Davila

1. Review of Transactional Analysis
   Everyone give at least one example of a transaction they saw at home or at work.

2. Problem Solving
   Consider the chair problem. Think about the situation and write down one solution. (If I were in charge.....)

3. Brainstorming
   Review the Rules for Brainstorming
   Brainstorm the Chair Problem with possible presentation to the company, union or others
   Evaluate the ideas (reality check)
   Decide on action items

4. Completion of the Company Policy on Points

SAMPLE LESSON: CRITICAL THINKING

ESTIMATED TIME: 1 hour

SKILL APPLICATIONS

Decision making, critical thinking, predicting outcomes, problem solving, communications

PERFORMANCE INDICATORS

Security Officer	2.2	6.2	6.3	6.4	6.5	7.6	7.6
Hospital Registrar	1.1	5.3	7.1	7.2	7.3	7.4	
Cell Worker	3.3	4.1	4.2	5.1	5.2	7.3	7.5
Housekeeping	1.1	1.2	1.3	3.2	6.2	8.4	
Dietary Worker	1.3	4.3	5.2	5.3	5.4		

TO THE INSTRUCTOR

Critical thinking is a difficult basic skill to teach. For the most part it will be included in each module, however, this lesson may serve as a reference during the course. Suggested activities include:

1. Introduction to critical thinking
    What is it? Can it be learned? Does it depend upon intelligence?
2. Individual: Attempt to do the problems (5 min.)
    Emphasize that it is not a test. Try to have fun
3. Get a partner and try to solve the problems (5 min.)
4. Give the answers (10 min.)
5. Discussion as to why we "get stuck" (10 min.)
    Limited thinking Looking for the rule Don't think about self as creative
6. Present the model (15 min.)
7. Using a work situation, walk the class through each step. (15 min.)

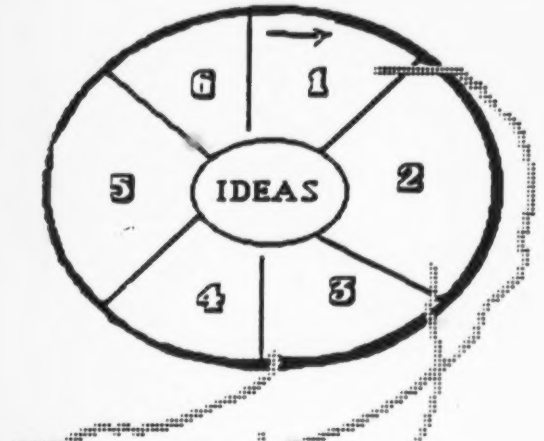
VOCABULARY

critical thinking, negative thinking, brainstorming, implementing

MATERIALS

2 Passouts (Problems, Problem Solving Steps, Brainstorming)

WORKSHOPS IN THE WORKPLACE



1. DESCRIBE THE PROBLEM

The problem (mess, situation) must be described carefully to everyone. No fuzzy, unclear problems please!

2. FIND THE FACTS

Gather additional information about the problem. Share this with everyone.

3. DEFINE THE PROBLEM (PROBLEM-FINDING)

Create problem statements or questions to help focus on the real problem. Look for all the aspects of the problem.

4. THINK UP ALTERNATIVE SOLUTIONS (IDEA FINDING)

Use creative strategies to think of as many alternative solutions as possible. No negative thinking allowed.

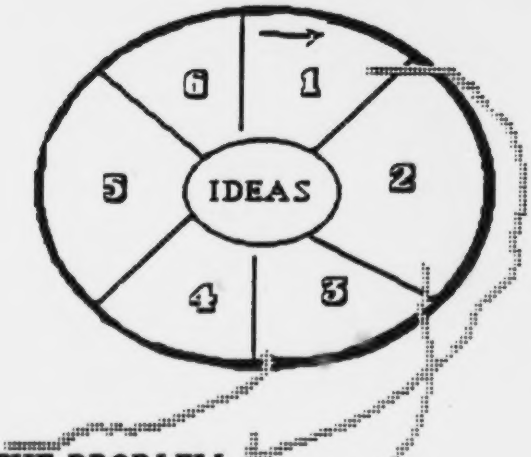
5. DECIDE (SOLUTION FINDING)

Choose the most useful idea. It is useful to rank them in order of most appropriate to least effective.

6. TAKE ACTION

Outline a plan of action for gaining acceptance and implementing the the idea.

WORKSHOPS IN THE WORKPLACE



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5. DECIDE (SOLUTION FINDING)

Choose the most useful idea. It is useful to rank them in order of most appropriate to least effective.

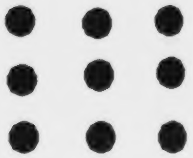
6. TAKE ACTION

Outline a plan of action for gaining acceptance and implementing the the idea.

WORKSHOPS IN THE WORKPLACE

CRITICAL THINKING CAN YOU SOLVE THE PROBLEM?

#1 Connect the 9 dots using no more than 3 straight lines without lifting your pen from the paper!



#2 What Day follows the Day before Yesterday if 2 Days from now will be Saturday ?

____

WHAT IF

- WE HAD 7 FINGERS ON EACH HAND AND NOT FIVE?
- ANIMALS GOT SMARTER THAN HUMANS?

THE ONLY PEOPLE WHO LIKE CHANGE ARE BABIES -
WITH WET DIAPERS

SAMPLE LESSON: HOW TO MAKE GOOD DECISIONS

ESTIMATED TIME: 1 hour 45 minutes

SKILL APPLICATIONS

Decision making, locating information, communications, critical thinking, predicting outcomes, procedural knowledge, answer questions, sequencing

PERFORMANCE INDICATORS

Security Officer	2.4	4.3	5.4	6.1	6.2	6.3	6.4	6.5	7.6
Hospital Registrar	1.1	1.2	1.3	2.4	5.3	7.1	7.2	7.3	7.4
Cell Worker	3.3	4.1	4.2	5.2	6.2	7.1	7.2	7.3	7.5
Hospital Custodian	1.1	1.2	1.3	3.2	5.1	5.2	5.3	6.2	8.4
Dietary Worker	1.3	2.2	4.5	5.2	5.3	5.4			

TO THE INSTRUCTOR

Decision Making skills are useful at every level in an organization and give individuals confidence about their lives and direction. This is one model for Decision Making.

1. Ask participants what decisions they make on the job (Chart)
2. Read the top of Passout #1 with them
3. Explain the vocabulary using Just in Case Passout - if needed.
4. Give participants a few minutes to think about their style and then work in threes to discuss their usual styles
5. Class Discussion: Which style is most useful? Least Useful?
6. Move to Passout # 2 How to make a good decision.
    - How can this be applied? Use the practice assignment
7. Case Study: Divide into groups of 3 - 4. Ask groups to agree on at least three steps to be taken. Remind them of Passout #2

VOCABULARY

Intuitive, impulsive, postponing, fatalistic, dependent, alternatives, infectious

MATERIALS

4 Passouts Available. (One case study for manufacturing and one for a hospital)

A SKILL CALLED: DECISION MAKING #3

CASE STUDY

Instructions: Use the Decision Making Steps and help Jaime to resolve the following problem.

An Employee's Dilemma

At 10:30 Jaime knew something was wrong. Two people had left the line without explanation and the supervisor had a meeting upstairs.

The welding machine had gone down briefly during the same period and now there was a huge backlog of pans to complete. Some were falling on the floor and would surely be seconds or scrap.

No one else in the cell seemed concerned as they were busy chatting about the party on Saturday. Jaime surveyed the situation and wondered what to do.

What should Jaime do?

WORKSHOPS IN THE WORKPLACE 1992

A SKILL CALLED: DECISION MAKING

JUST IN CASE..... VOCABULARY FITNESS

1. INTUITIVE
   The Ability to understand facts or truths quickly without any reasoning process. Quick insight.

2. PLANNING
   To use a systematic approach or a procedure to accomplish a goal.

3. IMPULSIVE
   Driving forward without serious thoughts. Acting quickly, often on an emotion.

4. DELAYING
   To put off, or postpone an action or decision. Slowing down a situation.

5. FATALISTIC
   The belief that all events are pre-determined and, thus, unavoidable.

6. DEPENDENT
   One relying on another for support. Unable to take action on your own.

Workshops in the Workplace

MODULE 12 HANDLING MONEY AT BRONX LEBANON HOSPITAL & WRITING AN INCIDENT REPORT

J. Juechter Khadija DeLoache

Materials

1. Cash Collection Forms
2. Bronx Lebanon Hospital Center: Security Department Incident Report

FORMAT

1. Complete task of Handling Money by collecting the totals from each group. Ask everyone to check out the totals
   Discussion: What are the learning points?
   What skills do people need to take care of money?

2. INCIDENT REPORTS (Writing and critical thinking skills)
   Sequence: Assign each group to develop and deliver a situation which is a problem in the hospital. Group members play out the roles.
   Example: Patient acts up in the hospital clinic involving security, personnel and supervisors. or Community person is assisted by hospital personnel when his car gets on fire.

   ROLE PLAY: Ask each team to do their scenario Second team, watch carefully.

   INCIDENT REPORT: Distribute forms and ask people to write out an incident report. Security should act as a consultant to the group.

   SET UP AN INCIDENT REPORT STRUCTURE

   READ THE REPORTS
   Ask for examples to be read aloud. Get critiques from class.

MODULE 12 **WRITING AN INCIDENT REPORT at BX LEB**

J. Juechter Khadija DeLoache

RULES FOR REPORTING AN INCIDENT (Oral or Written)

Whenever you observe an situation which should be reported to a supervisor try to observe as many details as possible. During the report be as specific as possible. It is best to report the problem as soon as possible: delaying may cause you to forget important aspects of the situation.

QUESTIONS TO ANSWER

WHO

Note the name or describe the person(s) involved

WHERE

Give the location. (room. street. area) where the incident occurred.

WHEN

Look at your watch to determine when the incident happened.

WHAT

Describe the situation from start to finish. One way to start is to say "First...." and then "Second".... until the end of the story.

WHY

It is very difficult to answer this question. If you were directly involved in the incident. you may be able to answer the question. If not. say you don't know.

Bronx Lebanon Hospital Out Patient Clinic
Individual Patient Receipt Form

Patient Name: ____________________________

Date: ______________ Registrar: ______________

BILLS	Q	A
Singles:		
Fives:		
Tens:		
Twenties:		
Fifties:		
Hundreds		
TOTAL:		

COINS	Q	A
Quarters:		
Dimes:		
Nickels:		
Pennies:		

	CHECKS	A
	#1	
	#2	
TOTAL:		

TOTAL COLLECTED ______________

Bronx Lebanon Hospital Out Patient Clinic
Individual Patient Receipt Form

Patient Name: ______________________

Date: ____________ Registrar: ____________

BILLS	Q	A
Singles:		
Fives:		
Tens:		
Twenties:		
Fifties:		
Hundreds		
TOTAL:		

COINS	Q	A
Quarters:		
Dimes:		
Nickels:		
Pennies:		

	CHECKS	A
	#1	
	#2	
TOTAL:		

Bronx Lebanon Hospital Out Patient Clinic
Cash Deposit Form

Date: 9/11/92

Check Balance: $ 26,500

New Deposit: $______________

New Balance: $______________

MODULE 13

HANDLING MONEY AT BRONX LEBANON HOSPITAL Cont.
BRAINSTORMING

J. Juechter Khadija DeLoache Judith Hernandez

Materials
1. Bronx Lebanon Hospital Center: Security Department Incident Report
2. Brainstorming Passout

FORMAT

1. Complete the reading of the incident reports.

2. PROBLEMS IN THE WORKPLACE

Brainstorming and Critical Thinking
1. Have each person think of a major problem which your department has which continues to disturb you.

2. Collect some of these problems on the Board

3. Introduce Brainstorming Techniques

4. Ask group to brainstorm solutions

5. Prioritize the solutions

6. Suggest an action plan

WORKSHOPS IN THE WORKPLACE

BRAINSTORMING

The person who writes the ideas needs to put everything up on the board - no exceptions.

1. NO CRITICISM

   Suspend your judgment - don't be critical of your own, or other people's ideas.

2. BUILD ON OTHER PEOPLE'S IDEAS

   Add to another person's perspective

3. FREE WHEELING SUGGESTIONS ARE WELCOMED

   Be as wild and creative as possible. Reality checks come later.

4. QUANTITY IS NEEDED

   The greater the number of ideas, the greater the chance of getting a good idea. If the ideas stop flowing - stop, rest, start again.

5. COMBINE IDEAS

   Take two ideas and put them together

RESOURCES USED

RESOURCES

The following resources and materials were used during the course of *Workshops in the Workplace*:

Books

LITERACY AT WORK: The Workbook for Program Developers
by Jorie Philippi
Simon & Schuster Education Group
A Paramount Communications Company
New York, New York 10023

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WORKPLACE LITERACY: A Curriculum Development Guide

Cambodian Mutual Assistance Association of Greater Lowell, Inc.
Lowell, MA
(Funded by the U.S Department of Education
Office of Vocational and Adult Education)

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Training Teams With Industry, Volumes I & II

Santa Clara County Community College Career Consortium
California Community College Chancellor's Office
100 Skyport Drive
Mail Code 236
San Jose, CA 95115
(408) 947-6755

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A Teacher's Handbook of Practical Strategies for Teaching Thinking in the Classroom
by Susan H. Hawley and Robert C. Hawley

E R A Press
Education Research Associates
Box 767
Amherst MA 01004
(413) 253-3582

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America and the New Economy
by Anthony P. Carnevale

American Society for Training and Development
1640 King Street
Box 1443
Alexandria, VA 22313
(703) 683-8100

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THE BOTTOM LINE: Basic Skills in the Workplace
A Joint Publication of the U.S. Department of Labor and the U. S. Department of Education

Office of Public Information
Employment and Training Administration
U.S. Department of Labor
200 Constitution Avenue, NW
Room 52307
Washington, D.C. 20210

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A Program Evaluation Handbook for Workplace Literacy
by Kathryn Chang Barker (Bilingual - English/French)

National Literacy Secretariat
Ottawa, Ontario, Canada
K1A 0M5

Miscellany

ENGLISH AT WORK: A Tool Kit for Teachers
by Deborah Brandt, Mary Ellen Belfiore, and Jean Handscombe

Center for Workforce Education
New Readers Press
P.O. Box 131
1320 Jamesville Avenue
Syracuse, NY 13210-9988
(800) 448-8878

(Video, audio, photographs, and drawings for teaching English language skills)

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Work in America Institute
700 White Plains Road
Scarsdale, NY 10583-5058
(914) 472-9600

(A membership organization promoting excellence in American business)

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